



District or School of Innovation Application Packet

Submit Application
by December 3, 2019
to
Wendy Clemons
wclemons@mdek12.org

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Application Submission Guidelines

1. Read Mississippi Code Ann. [§ 37-179-1](#) and [§ 37-179-3](#), the [State Board Policy Chapter Part 3, Chapter 28, Rule 28.7](#) and the application guidelines thoroughly.
2. The application and the requested items within the application are the ***only*** items that need to be submitted.
3. Please include a signed copy of the statement of assurances. The MDE has provided a standard statement of assurances for applicants on page 22 of the application.
4. Five (5) hard copies* of the application **and** an electronic copy of the application (emailed to Wendy Clemons at wclemons@mdek12.org or shared using cloud-based storage) are **due by 3:00 pm on December 3, 2019**. Hard copy applications may be hand-delivered or mailed to:

Mississippi Department of Education
c/o Wendy Clemons
P.O. Box 771
Jackson, MS 39205-0771

****Please note:*** If submitting the application in a binder, please do not use plastic sleeves.

Application Guidelines

MISSISSIPPI DEPARTMENT OF EDUCATION DISTRICTS and SCHOOLS OF INNOVATION

(Mississippi Code Ann. § 37-179-1 and § 37-179-3)

State Board Policy Part 3, Chapter 28, Rule 28.7

In accordance with Mississippi Code Ann. § 37-179-1 and § 37-179-3 passed in the 2015 legislative session and signed by the governor, the Mississippi State Board of Education (SBE) approved rules and procedures for Districts of Innovation and Schools of Innovations.

I. Purpose of a District of Innovation or School of Innovation

Innovative programs are intended to better prepare students for success in life and work. Innovative programs shall focus on reducing achievement gaps by expanding learning experiences for students; increasing participation of subgroups of students in innovative instructional components to enhance student achievement; increasing the number of students who are college- and career-ready; reducing the number of students that exit high school in need of remediation; and motivating students by expanding curriculum choices and learning opportunities for students.

II. Definitions

Definitions used in this policy are those as defined by Mississippi Code Ann. § 37-179-1 and § 37-179-3 and outlined in State Board Policy Part 3, Chapter 28, Rule 28.7.

a. District of Innovation: A District of Innovation is a district that has developed a plan of innovation in compliance with this policy and has been approved by the State Board of Education to be exempted from certain administrative regulations and statutory provisions to improve the educational performance of students within the district.

b. School of Innovation:

1. A School of Innovation is a school that voluntarily participates in a district of innovation plan to improve instruction, including waivers and exemptions from local school board policies, selected provisions of rules and regulations promulgated by the State Board of Education, and selected sections of Miss. Code Ann. §§ 37-179-1 and 37-179-3.

2. A School of Innovation, independent of a designated District of Innovation, is also defined as a school that voluntarily participates in a School of Innovation plan to improve instruction, including waivers and exemptions from local school board policies, selected provisions of rules and regulations promulgated by the State Board of Education, and selected sections of Miss. Code

Ann. §§ 37-179-1 and 37-179-3 for only one school in the district. Current models are high schools participating in an Early College High School program (ECHSP) or high schools with a Middle College Program (MCP) approved by the district superintendent and the State Board of Education. Both models are designed to target underserved public-school student populations that are at-risk of dropping out of high school or of not continuing in postsecondary school. Underserved students are students that come from households in poverty, students that are first-generation college-goers, or students of color.

c. An ECHSP is a small high school program located on a partnering college campus or a location other than a traditional high school campus with a dedicated principal, counselor, and four (4) to six (6) certified teaching staff in core subjects only. The students must complete an application process to enter as freshmen and continue through the ECHSP as a cohort. All eligible students are selected by random lottery if the application pool is larger than the defined cohort. The goal of an ECHSP is for students to graduate with both a high school diploma and an associate degree from a partnering postsecondary institution. At a minimum, all members of the cohort should graduate from high school meeting the ACT or SAT Mississippi benchmarks for admission to college without remediation and earn college credits while in high school.

Beginning in July 2019, new students participating in an ECHS program will not be considered transfer students and are not prohibited by the MDE from participating in after-school activities at their high school of residence. Students must meet full academic day requirements at the ECHS program to be eligible to participate in activities.

For accountability purposes, student academic performance results shall be included in the students' high school of residence beginning in academic year 2018-2019 (results reported in the fall of 2019). Additionally, unofficial accountability results for the ECHSPs shall be reported on the MDE District and School Report Card webpage, and other annual performance measures shall be publicly reported each year in the Superintendent's report. ECHSPs must adhere to all applicable *Mississippi Public School Accountability Standards*.

1. For regional, multi-district ECHS models, one district or the partnering postsecondary institution shall serve as the fiscal agent and other districts shall participate through a Memorandum of Understanding. The lead district shall represent the secondary agency considerations to the partnering postsecondary institution. All MOUs must include the lead secondary, the postsecondary, and the participating secondary agencies. The MOU shall include financial considerations such as transportation, child nutrition, and the mutually agreed upon cost for students enrolling from another district to attend the program. The MOU shall

also include a data sharing agreement, fixed asset management, and revocation procedures.

d. An MCP is a dual credit/dual enrollment (DCDE) program run by a school district (or an individual high school) and a partnering postsecondary institution that offers high school students a wide range of dual credit and dual enrollment classes. The 11th and 12th grade students in the cohort spend a portion of the academic day at the high school and a portion at the partnering postsecondary institution where the classes are taught. Participating students are encouraged to take as many DCDE classes at the postsecondary partner institution as possible, specifically in courses articulated in the Mississippi Articulation Transfer Tool (MATT) or a career-oriented program of study. These students should be supported by a high school/transitional counselor and are monitored closely to ensure that they are meeting college academic expectations. The goal of an MCP is for students to earn an associate degree or advanced national certification, as well as a diploma from their traditional high school. These programs are set up in a cohort model with student entry at the end of the 10th grade year. No waivers are granted for MCPs; however, high schools with MCPs must apply through the School of Innovation application to ensure they meet the approved definition.

III. Waivers and Exemptions

Miss. Code Ann. § 37-179-1 provides for exemptions from certain administrative regulations and statutory provisions as approved by the MDE to allow flexibility for Districts of Innovation and Schools of Innovation. Miss. Code Ann. § 37-179-3(4) includes areas of innovation which the State Board of Education may consider for exemptions. Districts or schools may request additional waivers if the waiver is needed to support innovative practices and does not violate state or federal regulations. Districts or schools are not allowed to request a waiver from state assessment requirements required by state or federal regulation. Absent any waivers, districts shall meet the requirements of the current Mississippi Public School Accountability Standards.

IV. Application Plan—Approval, Amendment, and Revocation Process

An Innovation Committee (hereafter referred to as the Committee) shall review all approval, amendment, and revocation processes involving Districts of Innovation and Schools of Innovation. The Committee shall be comprised of four (4) MDE employees across offices within the MDE and one (1) postsecondary representative.

The application plan is a collaborative process between the district, school, and/or partners, and the MDE prior to approval. If waivers from Mississippi Public School Accountability Standards, State Board policies, or state regulations are needed to implement innovative programs, districts or schools may seek innovative status under Miss. Code Ann. §§ 37-179-1 and 37-179-3. Through collaboration with the MDE, a determination may be made as to whether application for District of Innovation or School of Innovation under Miss. Code Ann. §§ 37-179-1 and 37-179-3 is required. Innovative schools, such as ECHS and MCP models, shall apply through the School of Innovation application process and timeline.

a. Plan Details

1. The MDE may approve innovative status for up to five (5) new District of Innovation applications and ten (10) new School of Innovation Applications each year. An application may be from a single district or a consortium of districts collaborating on an innovative school and/or program. In the case of a consortium, one of the districts shall be the lead agency and act as the “district” responsible for meeting all the guidelines outlined in this policy.
2. The MDE shall collaborate with districts and schools to review plans to approve innovative status to eligible districts.
3. Plans are approved for five (5) years. All districts and schools approved shall be monitored by MDE for progress and continued support during the five-year term.

b. Amendments to the Plan

A District of Innovation or School of Innovation seeking an amendment to an approved five-year plan shall submit written justification for the amendment to the designated MDE office. Requests may be submitted as needed. Requests shall be reviewed and approved by the MDE and a recommendation shall be submitted to the State Board of Education for approval. If the amendment is approved, the innovative district may implement the changes to their current five-year plan. No amendments shall be considered that increase the number of years the district is considered a District of Innovation.

c. Renewals

1. Requests for renewals shall be submitted no later than November 1 in the fifth year of the initial term. Any renewal shall be for no more than an additional five (5) years.
2. Renewals shall be based on the ability of the District of Innovation or School of Innovation to meet the goals and objectives of Miss. Code Ann. §§ 37-179-1 and 37-179-3 and the performance measures set forth by the MDE.

d. Reporting Requirements

1. For Districts of Innovation and Schools of Innovation, an end-of-year report shall be submitted to the MDE that includes, at a minimum, proficiency on 3-8 and high school Statewide Accountability assessments, ACT/SAT scores for seniors, graduation rate, and growth in the lowest 25%, student dropout rate, chronic absenteeism, and discipline referrals. The committee shall review the data for sustained increase in performance and decrease in dropout, chronic absenteeism, and discipline referrals and shall consider the data of the district or school prior to the District of Innovation plan implementation for comparison.

2. Additionally, an end-of-year report for ECHSPs and MCPs shall be submitted to the MDE that includes, at a minimum, the percentage of senior cohort earning academic, distinguished academic, or CTE endorsement; the percentage of senior cohort meeting ACT/SAT benchmarks for college and career-readiness; the graduation rate; retention of cohort; the number of college credits earned per cohort; and percentage of cohort earning an Associate Degree.

The committee shall review the data for sustained increase in performance and shall consider the data of the school of residence for comparison. Because of the model of the ECHSP, it is recommended that all students meet the College and Career Readiness benchmarks for entering Mississippi IHLs by graduation.

e. Revocation of Plan

When an innovative model is not meeting the required performance measurements listed in section d. reporting requirements; contrary to changes in state or federal laws; or not meeting the purpose of Miss. Code Ann. §§ 37-179-1 and 37-179-3, the MDE's Office of Secondary Education shall notify the school and/or district of deficiencies and concerns related to the success and sustainability of the model and its intent to recommend to the State Board of Education that the plan be revoked.

1. The district or school shall have 30 calendar days to provide a written response to support its position.
2. Following review of the written response from the district or school and the Office of Secondary Education's recommendation for revocation of the plan, the Committee shall, if requested, schedule a date and time for oral presentation by the district or school, and the Office of Secondary Education. Oral presentations shall be limited to 15 minutes per side.
3. Following oral presentations, the Committee shall issue a written decision either affirming the Office of Secondary Education's recommendation to revoke the innovative status, or permitting the innovative status to remain, or ordering the district or school to modify their program to comply with specified corrective actions and timelines for compliance.
4. If the district or school disagrees with the Committee's decision, the district and/or school may appeal in writing to the State Board of Education within five (5) calendar days of receipt of the Committee's written decision, otherwise the Committee's decision is final.
5. If the district or school appeals the Committee's decision, the appeal shall be considered for action by the State Board of Education at a regularly scheduled board meeting. The appeal shall be on the record before the Committee.

6. The district or school shall be entitled to appear in person at the board meeting for oral presentation. The Office of Secondary Education shall also appear at the board meeting. Oral presentation shall be limited to ten (10) minutes per side.

7. Following presentation, the State Board of Education may ask questions to either the district or school or the Office of Secondary Education. The State Board of Education shall not consider any new factual evidence. The State Board of Education makes the final determination of the appeal's disposition.

8. If a district or school is provided the opportunity to comply with specified corrective actions, and fails to comply with the corrective actions within the timelines specified, the district or school's innovative status shall be automatically revoked and the school or district shall transition to "regular" status for implementation in the following school year to minimize academic disruptions.

9. Should a district or school that has been awarded innovative status decide to voluntarily terminate their approved innovations, they shall submit a plan to the MDE outlining the reasons for the decision and actions necessary to return to "regular" status. Districts or schools may submit termination plans at any time during the school year, but changes shall go into effect the following school year and shall be designed to minimize all academic disruptions.

5. District of Innovation or School of Innovation Plan Components

By July 1 of each year, the MDE shall release guidance on the application process, the application requirements, selection procedures, and criteria. At a minimum, the plan application shall be organized with the following sections:

- a. Innovative Program Design
- b. Annual Reporting of Performance Measures
- c. Students
- d. Funding
- e. Staffing
- f. Stakeholder Collaboration
- g. Governance
- h. Waivers and Exemptions
- i. Timeline of Activities
- j. Data Sharing Agreement
- k. Assurances

An up-to-date copy of the rules, procedures, guidelines, and current application shall be kept on file at the Mississippi Department of Education.

Source: *Miss. Code Ann. §§ 37-179-1 and 37-179-3 (Adopted July 1, 2015)*

V. Sample Process Timeline

Time	District or School	MDE
Year prior to opening school	Notify the designated MDE office of interest or intent to apply for Innovative School or District status by September 15.	Assign any interested district an MDE contact to work with them through the planning process
July – Nov	Work with MDE contact and stakeholders to develop plan for the innovative school.	Provide support along the way through the designated MDE office
December	Submit plans to the designated MDE office for schools planning to begin the following year. Prior to submitting to MDE, the plan should be approved for five years by the local school board or boards in the case of a consortium application. Documentation of board(s) approval must be included in the application.	Review of plans by the designated MDE office
Dec – Jan	Prepare district leadership. Key stakeholders from districts will participate in MDE interview.	Review of plans by the designated MDE office
February		Present recommendations to the State Board of Education

District or School of Innovation Application

District Name: Rankin County School District

Contact Person/Title: Mrs. Angy Graham, Director of Secondary Curriculum & Instruction

Dr. Cassondra Vanderford, Director of Career Technical Education & Acceleration

Street Address: 1220 Apple Park Place

City Name: Brandon, MS

Zip Code 39042

Phone Number: 601-825-5590

Date of Application: December 03, 2019

Innovative Plan Component #1:

Innovative Plan Design

School Name	Innovation Location	Facilities to be Used
Brandon Middle School	408 S. College Street Brandon, MS 39042	Grade 6- Summer School Campus BMS Campus Grades 7-8
Brandon High	3090 Hwy 18 Brandon, MS 39042	BHS Campus Grades 9-12
Florence Middle	123 Beverly Drive Florence, MS 39073	Grade 6- Summer School Campus FMS Campus Grades 7-8
Florence High	232 Hwy 469N Florence, MS 39073	FHS Campus Grades 9-12
McLaurin Elementary	2693 Star Rd Florence, MS 39073	Grade 6- Summer School Campus
McLaurin High	130 Tiger Drive Florence, MS 39073	MHS Campus Grades 7-12
Northwest Rankin Middle	One Paw Print Place Flowood, MS 39232	Grade 6- Summer School Campus NWRMS Campus Grades 7-8
Northwest Rankin High	5805 Hwy 25 Flowood, MS 39232	NWRHS Campus Grades 9-12
Pelahatchie Elementary	213-B Brooks Street Pelahatchie, MS 39145	Grade 6- Summer School Campus
Pelahatchie High	213 Brooks Street Pelahatchie, MS 39145	PHS Campus Grades 9-12
Pisgah Elementary	125 Tori Bowie Lane Brandon, MS 39047	Grade 6- Summer School Campus
Pisgah High	115 Tori Bowie Lane Brandon, MS 39047	PHS Campus Grades 9-12
Puckett Elementary	6382 Hwy 18	Grade 6- Summer School Campus

	Puckett, MS 39151	
Puckett High	P.O. Box 40 Puckett, MS 39151	PHS Campus Grades 9-12
Richland Upper Elementary	175 Wilson Drive Richland, MS 39218	Grade 6- Summer School Campus
Richland High	1202 Hwy 49S Richland, MS 39218	RHS Campus Grades 9-12

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

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

The vision of the Rankin County School District (Rankin County School District) is to provide a world-class education that empowers all to grow through curiosity, discovery, and learning. Rankin County School District will improve educational outcomes for all students, specifically at risk and underrepresented students by combining a personalized, innovative, comprehensive high school academy with a supported college and career credit academy. This re-imaged learning model will assist students who struggle with the traditional educational model. Rankin County School District will provide opportunities for all students to graduate college and career ready.

Goals of the Rankin County School District:

- We will all design and deliver a challenging and globally inspired curriculum, meaningful and engaging instruction, and rigorous assessments that focus on the continuous improvement of academic achievement.
- We will all experience a safe, healthy, and inclusive environment.
- We will all operate with fiscal integrity, efficiency, accountability, and transparency.
- We will all use technology and resources for collaboration, innovation, research, analysis, and problem solving.
- We will all, as partners with the community, support each aspect of every student's educational experience.
- We will all grow socially, emotionally, and physically through fine arts, athletics, service and extracurricular activities.
- We will all strive to hire, train, and retain outstanding professionals.

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

The larger vision of the Rankin County School District is to provide every student a high quality education focused on preparing them to compete in the global economy and to support teachers, schools and school leaders as they work hard to make this vision reality. Our goal in the Rankin County Innovation Model

initiative is to fast-track our progress toward meeting this larger vision through three major secondary strands of work:

1. **Time Redesign** - Focusing on optimizing the use of time to support teaching and learning, thinking outside the secondary “box” by using time efficiently and effectively to open the door to innovation and to support the other two initiatives in this project.
2. **Creative Methods of Instruction** - Pushing the envelope on innovation in teaching that combines engaging opportunity to learn with a strong, focused academic spine that ensures academic success for all students, regardless of learning needs and variations in interests.
3. **2+2 Academy**- Rethinking the transition from high school to post-secondary by overlapping the grades 11-13, providing realistic post-secondary experiences for high school students with the high supports they need to make the transition to the very different demands they will face as adult post-secondary students.

All three of these initiatives work together as an integrated approach to innovation. Doing any one in isolation would not work the same way as having all 3 working together to support teaching and learning in secondary schools across our district.

Rankin County School District will provide every student a high quality education focused on preparing them to compete in the global economy. Beginning in middle school, students in the district will have opportunities to earn Carnegie Units, college credits, and/or certifications through a rigorous, engaged teaching and learning processes. This proposed model utilizes innovative instructional methodologies to enrich and extend the opportunities for both students and teachers. The model will focus on utilizing Time Redesign to provide flexible schedules for students and teachers, creative approaches to instruction, and re-defining the high school experience to prepare students for the transition from high school to college or a career.

Time Redesign is an innovative way of exploring school resources such as schedules, teacher units, and other data points, to determine ways to make the BEST use of these resources to meet specific instructional related goals. For the 2019-2020 school year, Rankin County School District is focusing on seventh and eighth grade core content teachers at four of our seventh grade through twelfth grade Attendance Centers. This time will be utilized in a collaborative manner. The teachers are meeting seven times over the course of the school year and this time together includes an intense focus on a Unit Cycle concept. This concept consists of Lesson Planning, Delivery of the Lessons, Analysis of Student Data, and Utilization of Student Data to Drive Lesson Planning. This is a cyclical process that continues each month these teachers come together. Time Redesign removes the need to hire substitute teachers while the core content teachers are collaborating. Faculty members of the local schools push into the core content area classrooms to carry out instructional lessons on the foundational skills core teachers deem necessary for success. Ex. research skills, character education, soft skills, technology related skills. The team of faculty members “pushing in” is referred to as the PLUS Day Team. This allows the core content teachers freedom from leaving plans for a substitute teacher AND

“cleaning up” once they return to their classroom. Another component of this initiative is strategic scheduling. The teachers will be out of the classroom a total of six instructional days - three of these days are A days and three of these days are B days, which means the students are only missing three core content instructional days with their core content teacher.

Time Redesign also allows the implementation of creative methods of instruction which allows flexibility in the procedures and process used for instruction. One creative method is allowing seat time flexibility with the seventh and eighth grade technology courses. Rankin County School District offers a blended learning opportunity that is a combination of direct instruction, mastery via application of skills, mastery via project-based learning, and infusion of technology standards in the four core content areas – ELA, Math, Science, and Social Studies at one of our Time Redesign schools.

A second creative method will focus on the procedure used in awarding the Carnegie Unit/seat time requirement and awarding earned units specifically with Rankin County School District Summer School. The flexibility will allow the Rankin County School District Summer School to offer two sessions during the day. In addition, Rankin County School District is utilizing flexibility with a librarian’s schedule/time in order for him/her to teach Robotics to a class of students who register for the class. Creative instruction and flexibility will also be used in allowing students enrolled in Physical Education to earn their P.E. credit by doing community work for select community members. Some examples are cutting the grass for the elderly and/or handicapped residents of the community, doing gardening work for the elderly and/or handicapped residents of the community, and assisting with physical activities (ex. dancing) at an assisted living facility/retirement home etc.

Rankin County School District will also strengthen its partnership with Hinds Community College to create satellite campuses at all eight high schools so students can take additional academic dual credit beyond the 30.5 hours allowed off site and career and technical education dual credit on the high school campus. In addition, students will have access to the Hinds Community College campus for academic and career and technical education courses, if they choose to enroll in courses not offered at the high school campus or prefer to attend the college campus. The district currently has multiple career academies in each high school and will continue to add academies as needed. This partnership will provide an additional education arena for students who need an alternative to the traditional high school model. Addition of a 2+2 academy in each high school will allow students an opportunity to participate in academic and/or career and technical dual credit at the high school level for transition to college, career, or the military. Students who choose to participate in dual credit will follow a comprehensive, personalized educational plan focused on college and career preparation. Students will work within a learning community, beginning in the ninth grade, to complete all required high school graduation coursework in addition to taking select dual credit coursework. During the eleventh and twelfth grade year, students will take dual credit courses on the high school campus, and/or the Rankin Hinds Community College campus, and/or the Rankin Hinds Community College Career and Technical campus. Rankin County School District will continue to build career academies in all high

schools and align each career academy pathway to academic and/or career and technical dual credit. Students may choose to earn transferable college credit, complete an associate degree, a career and technical certification through the Rankin County School District/Hinds Community College Career and Technical pathway.

The 2+2 academy will allow students to complete the majority of the high school diploma requirements in two years, then in two years complete an academic associate degree or participate in a career academy and graduate with career skills as well as a career and technical certification. The academy will have three pathways in order to meet the needs of ALL students. One pathway will target underserved, at-risk students who are focused on an associates degree. The second pathway will target underserved, at-risk students who are focused on a career technical education degree or certification. Students in both of these pathways who meet the qualifications for economically disadvantaged will receive district funding to assist in paying for dual credit. The third pathway will be for all students who are interested in earning transferable college credit, completing an associate degree, a career and technical degree or certification, or going into the military. Rankin County School District will continue exploring and implementing all aspects of Time Redesign until all Rankin County School District middle and secondary schools are included in the initiative.

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

Time Redesign analyzes multiple data points to find flexibility in the daily schedule for teachers to research, plan, and collaborate without missing instructional class time. This flexible model allows more time for innovative teaching and learning. School resources such as schedules, teacher units, and other data points are examined to determine ways to make the BEST use of these resources to meet specific instructional related goals. Rankin County School District is focusing on seventh and eighth grade core content teachers at four of our seven through twelfth grade Attendance Centers for the 2019-2020 school year. This concept includes the traditional common planning at the local school level with grade level team members. In addition, on select days common planning will occur with like content teachers from other schools. This concept has created a “department” for these teachers who are typically the ONLY teacher of their grade level content at their local school. Teachers utilize the collaborative time to focus on a Unit Cycle which consists of Lesson Planning, Delivery of the Lessons, Analysis of Student Data, and Utilization of Student Data to Drive Lesson Planning. Rankin County School District will phase in Time Redesign with the other middle schools and high schools. The concept of technology infused into the core content classroom at select Time Redesign schools differs from the traditional method of technology instruction due to students applying technology standards in the core content classroom while learning the core content standards.

Creative methods of instruction takes teaching and learning to the next level by examining the current Carnegie Unit requirements set forth by the Mississippi Department of Education (MDE) and looking for out of the box ways to ensure students are graduating high school college and/or career ready. One way this is

being accomplished is through the Rankin County School District Summer School Program. Traditional summer school programs require students to meet the MDE required seat time of 70 hours per .5 Carnegie Unit and 140 hours per 1.0 Carnegie Unit. Rankin County School District offers two sessions a day during the Summer School calendar. The two sessions offer families some flexibility with transportation, employment opportunities, etc. We also allowed students who successfully completed the online/blended course prior to the last day of Summer School to be released from Summer School the date of successful completion. We saw an increase in successful completers this summer due to this alternative Summer School schedule. Being innovative means being flexible and Rankin County School District plans to offer summer school in two half day sessions. Having a waiver for Carnegie Unit/Seat Time would allow the Rankin County School District to have flexibility to better meet the needs of these students.

Another creative method of instruction is utilizing flexibility with a librarian's schedule/time in order for him/her to teach Robotics. MDE defines how the role of the librarian should and should not be used during the regular school day. By having a waiver for flexibility with the librarians schedule, the Rankin County School District is better able to utilize their interests and strengths to provide STEM related instructional opportunities for middle school students.

A third creative method of instruction the Rankin County School District would like to implement is allowing students enrolled in Physical Education to earn their P.E. credit by doing project-based learning within the community that is specifically focused on outdoor activities and/or physical activities. Some examples might be beautification work for the city, cutting the grass for the elderly and/or handicapped residents of the community, leading an exercise program for the elderly and/or handicapped residents of the community, and assisting with physical activities (ex. dancing) at an assisted living facility/retirement home, etc.

Currently students in The Rankin County School District can take dual credit classes on the high school campus or online through Hinds Community College. The 2+2 academy will include these students but will differ from the traditional school model by adding two pathways which specifically target underserved, at-risk students. Middle school and high school principals and counselors will work together to identify students who would be interested in taking all dual credit course their eleventh and twelfth grade year or completing a career and technical education program of study. These students will follow a comprehensive, personalized educational plan focused on two years of high school graduation coursework and two years of college and career preparation. Students will work within a learning community, beginning in the ninth grade, to complete all required high school graduation coursework in addition to taking select dual credit coursework. During the eleventh and twelfth grade year, students will take dual credit courses on the high school campus, and/or the Rankin Hinds Community College campus, and/or the Rankin Hinds Community College Career and Technical campus. Principals and counselors will create a flexible college like schedule the eleventh and twelfth grade year so students who choose this pathway can take 15 hours of dual credit a semester. This will differ from the students who are only taking a few dual credit classes their junior and senior year. Students in the 2+2 academy will have a support team consisting of a local principal and counselor, along with a team of

dual credit teachers on the high school campus. Students who choose to take dual credit off the local campus will also have a district counselor who will work with the Hinds Community College counselor.

The Rankin County School District will strategically redesign the high school experience in order for students to graduate with a high school diploma, an academic associates degree, earn transferable credits, or complete a career and technical certification through the Hinds Community College Career and Technical pathway.

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

Our goal is for all students to graduate college and career ready, however, some students struggle with the traditional model. These students may or may not graduate and if they do graduate will not be prepared to compete in the global economy. The innovative program will allow students an opportunity to engage in deeper learning through teachers utilizing time redesign to plan lessons and activities, creative methods of instruction, and access to an academic and career technical 2+2 academy.

Time Redesign allows teachers to collaborate with “like” content area teachers from the four participating schools once a month to focus on a Unit Cycle which consists of Lesson Planning, Delivery of the Lessons, Analysis of Student Data, and Utilization of Student Data to Drive Lesson Planning. This allows teachers to plan for rigorous instruction which ultimately impacts the students and prepares them for mastery of the given content and for the future. In addition, the faculty members that are “pushing in” to cover the content area classes are implementing lessons that are specific to research skills needed in all content areas, as well as counselor lessons. The time being used is very intentional and purposeful.

The flexibility for seat time requirement for Summer School allows students to have more flexibility with their schedule. Rankin County School District scheduled middle school and ninth grade students to session one and tenth through twelfth grade students to session two. If a parent requested their student to attend the other session, permission was granted. The two sessions allowed for flexibility for the students who were employed to get to their places of employment. We also allowed students who successfully completed the online/blended course prior to the last day of Summer School to be released from Summer School the date of successful completion. We saw an increase in successful completers during the 2018 due to this alternative Summer School schedule. The flexibility with a librarian’s schedule exposes students to the world of robotics and STEM related instruction. There is a continuous need to focus on STEM integration and STEM related opportunities for students. This will better prepare students to succeed in careers related to STEM. The creative activities students would complete to earn a P.E. credit would not only meet the curriculum requirements but would also help build community relationships and further build on character education traits.

The 2+2 academy will provide students an opportunity to simulate the college experience on the high school campus using a college schedule or immerse themselves into the college experience by attending Hinds Community College their junior and senior years. Students will earn transferable college credits, an associates degree, and/or industry certifications, in addition to a high school diploma. Students in the 2+2 academy cohort will be groomed for college and career success. These students will have Friday seminars and/or courses intentionally designed to teach soft skills, career prep, financial preparedness, and self-advocacy.

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

There are two creative methods of instruction that require extracurricular or experiential activities. The robotics instruction can be conducted before school during the Zero Block time frame or during the school day. The opportunity to earn the Physical Education credit by doing community work for select community members is a means for these students to learn through experience and goes beyond traditional classroom learning. This experience builds community partnerships in addition to the relationships that would be fostered between the student and the actual community member they are assisting. Rankin County School District continuing implementation of academies in all high schools with the addition of the 2+2 academy in at least one suburban high school and one rural high school the first year while continuing exploration and implementation of the program in all additional secondary schools.

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.

Time Redesign - Performance Targets

- “A” level schools will continue to maintain “A” level status

- Schools will grow and earn “A” level status
- Increase the percentage of students meeting or exceeding the expectations for end of the year assessments by 5-10%:
 - MST2 8th Grade Science
 - MAAP 7th – 8th Grade ELA
 - MAAP 7th – 8th Grade Math
 - MAAP Algebra I, Biology I, English II, US History
- Increase MAAP ELA and Math Assessments performance on specific standards to above 50%

MATHEMATICS TARGETED STANDARDS AS BASED ON 18-19 ACCOUNTABILITY RESULTS

These standards will change depending on each school year’s accountability results.

GRADE LEVEL	TARGETED STANDARDS
7th Grade	7.EE.1, 7.EE.2, 7.EE.4, 7.G.1, 7.G.2, 7.G.4, 7.RP.1, 7.SP.4, 7.SP.5, 7.SP.6, 7.SP.7, 7.SP.8
8th Grade	8.EE.7, 8.EE.8, 8.F.4, 8.G.2, 8.G.4, 8.G.6, 8.SP.3

ENGLISH LANGUAGE ARTS TARGETED STANDARDS AS BASED ON 18-19 ACCOUNTABILITY RESULTS

These standards will change depending on each school year’s accountability results.

GRADE LEVEL	TARGETED STANDARDS
7th Grade	RI.7.5, RI.7.9, RL.7.1, RL.7.3, RL.7.4, W.7.2
8th Grade	L.8.6, RI.8.2, RI.8.6, RI.8.9, RL.8.1, RL.8.6

- Increase the specific content strands within the standard that students performed low on 2018-2019 MAAP Science and US History End-Of-Course Assessments

US HISTORY SPECIFIC CONTENT STRANDS WITHIN THE STANDARDS AS BASED ON 18-19 ACCOUNTABILITY RESULTS

These standards will change depending on each school year’s accountability results.

TARGETED STANDARDS
Economics - Government Involvement in the Economy (6)

SCIENCE SPECIFIC CONTENT STRANDS WITHIN THE STANDARDS AS BASED ON 18-19 ACCOUNTABILITY RESULTS

These standards will change depending on each school year's accountability results.

GRADE LEVEL	TARGETED STANDARDS
8th Grade	Physical Science - Motion, Forces and Energy Life Science - Reproduction and Heredity <i>*Physical Science is NEW to the 8th Grade Standards</i>
Biology	Cells and Energy - Energy Transfer Heredity and Evolution - Reproduction and Heredity

- Decrease student and teacher absences
- Increase in overall course performance for students

Creative Methods of Instruction - Performance Targets

- Increase high school graduation rates by 2% while preparing students for college and careers
- Increase the number of students participating in Robotics or a STEM related field
- Increase experiential learning in specific content areas
- Increase the students knowledge and application of soft skills
- Increase the success rate of Summer School students

2+2 Academy - Student and School Performance Targets

The 2+2 academy is open to all students; however, students will be required to complete an application process to ensure the 2+2 academy is a right fit for the students. Student performance targets will remain the same each year unless the Mississippi Department of Education or Hinds Community College makes changes to their policies regarding attendance, assessments, course performance, and college and career ready standards.

Grade	Attendance	Course Performance	State Assessments	CCR Standards
9th	95%	Overall C or above	MAAP Algebra I, MAAP Biology I	Meet all College and Career Ready Benchmarks
10th	95%	Overall C or above	MAAP English II, MAAP US History	

11th	Less than 3	Overall C or above	ACT	
12th	Less than 3	Overall C or above		

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

Time Redesign

Rankin County School District administers District Benchmarks three times during the school year in the following content areas: 7th ELA and Math, 8th ELA, Math, and Science, Algebra I, Biology I, English II, and US History. The district benchmark data is analyzed by school and district level personnel. The analysis determines trends of strengths, weaknesses, targeted performance standards, specific strands within the standard, etc. This information drives instruction during the next Unit Cycle. Rankin County School District PLUS Day teachers have an ongoing process of analyzing student data as a part of their Unit Cycle. In addition, teachers, administrators, and county office personnel actively participate in the regularly scheduled Data Meetings to discuss summative data and District Benchmark data, head principals meet with their supervising Assistant Superintendent no less than three times during the school year for the Big 3 - Attendance, Academics, and Behavior Meetings to review, discuss, and address any data related trends, successes, and/or concerns.

Rankin County School District will compile an end of the year assessment reports that includes comparative benchmark data and End of the Year MDE assessment data.

Creative Methods of Teaching

Rankin County School District will monitor Summer School progress throughout the Summer School Program. Rankin County School District will compile and end of Summer School report that includes comparative annual completer data.

Rankin County School District will submit an annual report of participation in the Robotics program which will include a plan for recruitment and growth of the Robotics program.

Rankin County School District will administer a pre and post course survey for students who enroll and successfully complete the Physical Education courses that included community work. The pre and post course surveys will include Character Ed related questions. These results will be submitted to MDE.

2+2 Academy

Students in the 2+2 academy will be monitored continuously throughout the school year. Teachers will monitor student attendance and grades weekly and notify principals and counselors of any concerns or issues. The principal and counselor in each school will review student cohort and school performance targets each nine weeks. At the semester and end of the year, a data report will be submitted to the district office and a final yearly report will be compiled for MDE to highlight achievement and progress.

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

For the 2+2 academy, a high school diploma and an associate degree from Hinds Community College a certification from the Hinds Community College Career and Technical Programs.

Data Source	Rationale for Selection of Data Source	Expected Outcomes
Attendance Reports	In order for deep, rigorous instruction and learning to occur, students and teachers need to be present. Requirement for dual credit courses and statistically good attendance supports higher grade	All students and teachers will maintain 95 % attendance
Report cards	Nine week, semester and end of course data is used in measuring performance targets. Dual credit students must maintain a C or higher to earn college credit	Gradebooks are an accurate measure of student ability/performance in the classroom, on the district benchmark, and on the MDE end of course performance. All students in 2+2 academy will maintain a C average or above
District Benchmark Data	The benchmarks data is a good predictor of success in the end of course assessment content areas.	The expectation of student performance of end of course assessment in the middle school grade levels is proficient ranges (3, 4, 5). All students will meet high school graduation

		requirements for their chosen endorsement.
State Assessment Reports	<p>Passed or met all MAAP assessment requirements for graduation</p> <p>CTE students will earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements</p>	<p>The expectation of student performance of end of course assessment in the middle school grade levels is proficient ranges (3, 4, 5).</p> <p>All students will meet high school graduation requirements for their chosen endorsement</p>
Number of Students Enrolled in Dual Credit	Identifies the number of college credits students are earning while in high school.	Increase the number of students enrolled in academic and career and technical education dual credit courses
High School Graduation Rate	Identifies the number of students meeting all high school graduation requirements.	Rankin County School District graduation rate will increase.
ACT Data	Provides data related to college and career readiness	Increase the students who meet College and Career Readiness benchmarks
Associates Degree or certification	Identifies the number of students who are completing requirements for an AA or AS degree or skill certification	Students will graduate with an AA or AS degree or skills certification.

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

Innovative Plan Component #3:

Students

School Name	Total Number of Students by Grade Band/Level			Total Number of Students in Special Populations Group			
	Elem	Middle	High	Low SES:	Race/Ethnicity	Gender	Disability

Brandon	6th- 428	7th- 451 8th- 406	9th- 437 10th- 412 11th- 435 12th- 384	942	Asian- 31 Black/African American-8 American Indian-2 Pacific Islander-0 White- 1,091 Multiracial- 30 Hispanic/Latino -61	Male 1,498 Female 1,455	2556
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Florence	6th- 222	7th- 192 8th- 221	9th- 200 10th- 183 11th- 172 12th- 167	543	Asian- 4 Black/African American- 195 American Indian- 3 Pacific Islander-0 White- 1,125 Multiracial- 11 Hispanic/Latino -19	Male 701 Female 656	1139
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Northwest Rankin	6th- 523	7th- 488 8th- 456	9th- 493 10th- 470 11th- 409 12th- 353	902	Asian-210 Black/African American- 885 American Indian- 5 Pacific Islander- 2 White- 1,980 Multiracial- 72 Hispanic/Latino -75 Unclassified-1	Male 1,602 Female 1,589	2766
McLaurin	6th- 85	7th- 98 8th- 95	9th- 90 10th- 99 11th- 87 12th- 72	451	Asian-5 Black/African American-118 American Indian-0 Pacific Islander-0 White-477 Multiracial-5 Hispanic/Latino -0	Male 306 Female 320	529
Pelahatchie	6th- 59	7th- 72 8th- 71	9th- 62 10th- 82 11th- 61 12th- 66	303	Asian- 0 Black/African American- 115 American Indian- 0 Pacific Islander- 0 White- 337 Multiracial- 4 Hispanic/Latino -17	Male 240 Female 233	471
Pisgah	6th- 66	7th- 78 8th- 69	9th- 63 10th- 71 11th- 60 12th- 62	215	Asian- 0 Black/African American- 70 American Indian- 0 Pacific Islander- 0 White- 392 Multiracial- 1 Hispanic/Latio- 6	Male 230 Female 239	420

Puckett	6th- 67	7th- 59 8th- 60	9th- 57 10th- 54 11th- 56 12th- 43	182	Asian- 0 Black/African American- 81 American Indian- 0 Pacific Islander- 0 White- 309 Multiracial- 2 Hispanic/Latio- 0	Male 203 Female 193	327
Richland	6th- 137	7th- 164 8th- 141	9th- 135 10th- 139 11th- 118 12th- 124	672	Asian-12 Black/African American-270 American Indian-0 Pacific Islander-0 White-555 Multiracial- 9 Hispanic/Latino -112	Male 509 Female 449	755

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.

Creative Method of Instruction

Summer School - Rankin County School District Summer School is open to all 6th - 12th grade Rankin County School District students who have failed a course/courses.

Middle School counselors and administration will promote all academies including the 2+2 academy. Schools host pre-registration nights for upcoming students and each zone participates in a CTE showcase in the spring. On the night of the pre-registration seminar parent question and answer session will be held for academy programs. Each academy has an application process, although academies are open to all students. Students will complete an application in the 8th grade for the 2+2 academy. Applications for the 2+2 academy will be assessed to ensure the students are applying for the correct academy. Interviews will be conducted with the students and priority will be given to at risk, minority, and first generation college students. Students selected for an academy are required to attend a mandatory student orientation prior to the start of their 9th grade school year.

Beginning in the 9th grade, students will meet monthly with their counselor, who will ensure they are meeting all academic expectations. The counselor will provide students with study and test taking skills, time management skills, and assist students with their individual success plan. In the 10th grade year, students will be involved in college visits, business and industry visits, and on-going college and career exploration. In addition, the counselor will assist students in transitioning from high school to college students. In the 11th and 12th grade year, the student will continue with college visits, business and industry visits, and add targeted seminar classes to their Friday schedules.

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

Students in the 2+2 academy will be held to rigorous academic and attendance standards. If attendance exceeds two absences, students will be required to meet with the counselor upon their return for any additional absences. If the absences continue, a parent conference will be called after the third absence and the student could be placed on probation. At the 11th and 12th grade, the community college limits a student to 3 absences before they are removed from a dual credit course. Students who are struggling academically will be provided opportunities for teacher assistance before school. In addition, the counselor will assist the student in finding a tutor. Students who are failing at the end of the nine weeks will be placed on academic probation. Probationary status for attendance and academics will involve increased progress monitoring to support student success.

3. Describe how the innovation will impact student achievement.

Time Redesign

Our goal is to increase student performance in the core content areas courses, formative/summative assessments, benchmark assessments, MAAP, and in attendance. In addition, our goal is to increase teacher attendance and retention.

Creative Methods of Instruction

Our goal is to provide a flexible Summer School schedule in the hopes of increasing rates of Summer School completers.

Our goal is to expose students to STEM related activities in an effort to better prepare them for the future through the Robotics course.

Our goal is to further grow the “whole” child and build a stronger foundation of character education traits in the participating student. In addition, we want to build stronger relationships with the community while assisting community members with a specific need they may have.

2 + 2 Academy

Our goal is for all students to graduate college and career ready, however, some students struggle with the traditional model. These students may or may not graduate and if they do graduate will not be prepared to compete in the global economy. The 2+2 academy will allow these students an opportunity to get personalized on-going assistance, so they earn a high school diploma and an associates degree or certification.

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

Time Redesign

Time Redesign will improve educational outcomes for all students by providing students with a deeper, authentic learning experience that in standards based, data driven, and encompasses specific learning targets. This collaborative approach allows teachers at these small rural settings to have a “department” of like content peers to work with.

Creative Methods of Instruction

Providing Robotics and STEM opportunities to students will motivate students to attend school on a regular basis, engage them in problem solving and lay the foundation for innovative thinking and problem solving.

2 + 2 Academy

The 2 + 2 academy will improve educational outcomes for at risk and underrepresented students by combining a personalized comprehensive high school program with a supported dual credit program. All students will make up a small learning community with access to ongoing support. This will include opportunities for individualized instruction, remediation, and enrichment. The 2+2 academy team will continuously monitor and collaborate on student achievement.

Innovation Plan Component #4:

Funding

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

Funds for implementation of the innovation model will come from district and federal funding.

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.).

	Year 1	Year 2	Year 3	Year 4	Year 5
Time Redesign	\$40,000.00 Audit for 4 schools Training expenses may be a part of this depending on pathway selected based on audit results. Ex. Co-Teaching, Project Based Learning, Technology Infusion	\$80,000 Audit for remaining 7 schools \$55,000.00 Coaching/Support Training expenses may be a part of this depending on pathway selected based on audit results. Ex. Co-Teaching, Project Based Learning, Technology Infusion	Training expenses may be a part of this depending on pathway selected based on audit results. Ex. Co-Teaching, Project Based Learning, Technology Infusion	Training expenses may be a part of this depending on pathway selected based on audit results. Ex. Co-Teaching, Project Based Learning, Technology Infusion	Training expenses may be a part of this depending on pathway selected based on audit results. Ex. Co-Teaching, Project Based Learning, Technology Infusion
Creative Methods of Instruction	No additional costs due to the district already having the teacher units	No additional costs due to the district already having the teacher units	No additional costs due to the district already having the teacher units	No additional costs due to the district already having the teacher units	No additional costs due to the district already having the teacher units
Technology	No additional costs due to the district already being 1:1 with MacBooks	No additional costs due to the district already being 1:1 with MacBooks	No additional costs due to the district already being 1:1 with MacBooks	No additional costs due to the district already being 1:1 with MacBooks	No additional costs due to the district already being 1:1 with MacBooks
Dual Credit fees for Hinds Community College	\$50,000 For economically disadvantaged students	\$50,000 For economically disadvantaged students	\$50,000 For economically disadvantaged students	\$50,000 For economically disadvantaged students	\$50,000 For economically disadvantaged students

Trans- portation	\$30,000 The district already transports students from each zone to HCC for CTE programs every other day	\$30,000 The district already transports students from each zone to HCC for CTE programs every other day	\$30,000 The district already transports students from each zone to HCC for CTE programs every other day	\$30,000 The district already transports students from each zone to HCC for CTE programs every other day	\$30,000 The district already transports students from each zone to HCC for CTE programs every other day
Additional Career Academy Programs	Cost cannot be calculated until the career academy is identified	Cost cannot be calculated until the career academy is identified	Cost cannot be calculated until the career academy is identified	Cost cannot be calculated until the career academy is identified	Cost cannot be calculated until the career academy is identified

Innovative Plan Component #5:

Staffing

Position Title	Number of Positions	Role of Position	Required Qualifications for the Position
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District Career & Technical Education Director	1	Director of district Career & Technical Education Programs/Academies and includes administrator, counselor and teacher support	Licensed school administrator and licensed Career & Technical Education school administrator
Director of Secondary Curriculum and Instruction	1	Director of Secondary Curriculum that involves administrator, counselor and teacher support	Licensed school administrator
Director of Counseling and Student Support Services	1	Director of Counseling that involves administrator, counselor and teacher support	Licensed school administrator and licensed in school counseling
District CTE/Academy Counselor	1	Serve as advisor/counselor for students in CTE programs and the Academies, guide CTE/Academy students in transitioning to college and career experiences	Certified counselor with a strong understanding of college admissions a career and technical pathways
CTE teachers	Multiple depending on the pathway chosen	Teach CTE academy courses and guide academy students in transitioning to college or the workforce	Career experts in their field
Dual credit teachers at high school	Multiple depending on the courses needed on each campus	Teach college credit bearing courses	Certified college instructors
Dual credit academic and CTE teachers at Hinds Community College	Multiple depending on the courses needed	Teach college credit bearing courses	Certified college instructors

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

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

Time Redesign

Phase 1 of Time Redesign is currently being implemented in four schools - McLaurin High School, Pelahatchie High School, Pisgah High School, and Puckett High School. Leadership team members, and teachers at each of these schools actively participated in the goal setting, planning, discussion, and implementation stages of this initiative with County Office personnel.

Phase 2 is in the “exploration” phase of this initiative. Leadership team members and teachers at each of these schools will actively participate in the goal setting, planning, discussion, and implementation stages of this initiative with County Officer personnel.

Creative Methods of Instruction

Current Librarians would implement the robotics class.

Regularly hired Summer School Administrators, Teachers, and Staff Member will be utilized and all under the direction of the Director of Secondary Curriculum and Instruction.

Current Physical Education teachers would implement the community assistance activities into the lesson planning of their class. Support would be provided by County Office.

The 2 + 2 Academy

The 2+2 academy will be embedded into the current high school campus. A current assistant principal will supervise the 2+2 academy. In addition, district personnel will assist the local school counselor to mentor and guide all students in the 2+2 academy. District personnel, local school counselors and the local CTE/academy assistant principal will meet with eleventh and twelfth grade students each nine weeks to check progress. The students will move as an academy cohort through the required core courses and the dual credit courses. For students who choose the dual credit career technical education pathway or choose to go to the Hinds Community College Campus to take dual enrollment, the principal and counselor will schedule a time to meet with the student either at the home school or on the Hinds Community College Campus.

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

To encourage staff retention and to further recruit staff, the district will provide on-going professional development targeting the teachers’ specific needs, offer leadership opportunities, and support vertical alignment meetings between the high school academic teachers, high school dual credit teachers, and community college dual credit teachers. Rankin County School District and the local schools continually recruit highly qualified academic and career technical education teachers. Time Redesign teachers are

accountable to each other by creating common summative assessment, planning a module/unit together, and an agreement to bring student data from the currently implemented module/unit in order to analyze the data. All of these components, in addition to others, creates responsibility to each of the team members. This should increase teacher attendance and teacher retention.

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

The Rankin County School District principals, counselors, and teachers along with the Rankin County School District Superintendent, Assistant Superintendent of Secondary Academics and Career Technical Education, Director of Career Technical Education, Director of Secondary Curriculum and Instruction, Director of Counseling and Student Support Services, Secondary Curriculum Specialists, and Hinds Community College, support the Time Redesign Innovation Plan. Our school district continually surveys students, parents, and the community to build a comprehensive and collaborative partnership.

There is a strong partnership with local business and industry and recently we started the Educator Workforce Academy. This cohort of building level principals and counselors spend one day each fall touring the local business and industry. The cohort goes into the business and industries to see how they operate and have detailed discussions on what they need in future employees and what they have to offer to the schools and the students. This partnership is working to bridge the school to business gap and stop the “brain drain”.

The school district teachers, counselors, principals, and district staff, along with the staff at Hinds Community College understands the importance of making sure all students are college and career ready. This proposed innovation model will assist the secondary and post secondary side with providing students the knowledge and skills to become successful citizens.

See the included letters of support

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

Time Redesign

Phase 1 of Time Redesign involved a full academic year of research, exploration, and discussion to define each school’s goals and ways to achieve these goals. This collaboration occurred with the appropriate leadership team members and the future Time Redesign teachers at each school along with members of the Secondary Curriculum Department. Appropriate training and support was provided during the entire “exploration” period in addition to the implementation of the plan. This same process will be followed for Phase 2 of Time Redesign exploration during the 2019 - 2020 school year with implementation beginning in August 2020.

Counselors and principals are currently working with Hinds Community College to assist students who are taking dual credit. Each semester Hinds Community college provides dual credit instructor updates for teachers and provides professional development for counselors. Each year counselors and principals are invited to Hinds Community College for the principal and counselor workshop. District support personnel and directors have ongoing meetings with counselors and principals in each school and with Hinds Community College administration. These meetings will continue each semester to monitor progress. All career and technical education academy teachers are provided opportunities to visit local business and industry for professional development and registration to attend the Mississippi Association of Career Technical Education Conference.

Innovative Plan Component #6:

Stakeholder Collaboration

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

The Rankin County School is committed to providing a world class education that empowers all students to grow through curiosity, discovery, and learning. This means implementing innovative learning opportunities that meet the needs of all students and building capacity among all principals and teachers. The Superintendent utilizes a teacher advisory team and a student advisory team to gather feedback and build relationships. The Superintendent also communicates regularly with a variety of community members in an effort to gather community input and support. Rankin County School District and the local city and county governments participate in ongoing collaboration focusing on local and economic growth and successful student readiness for the workforce. Each local school has very similar relationships with their local governments. Schools within the district have leadership teams where teachers are given opportunities to engage with administration and work with their colleagues to increase student achievement. The Rankin County School District Foundation, which is made up of local business leaders, is actively involved and supportive of all efforts made to improve student achievement.

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 innovative program will have a district team and each school has a local school leadership team to facilitate implementation of the programs at each school. At the district level the contact will be Angy Graham and Dr. Cassondra Vanderford. At each school level it will be an administrator and counselor. The school and district team will facilitate collaboration among stakeholders and develop a timeline and plan of action for implementation of the programs. The plan of action will be communicated with the community through the district and school websites, social media, parent letters, and flyers. Current business and industry partners and

community partners will be part of the planning meeting and as the students begin identifying career fields in the ninth grade, additional business and industry and community partners will be recruited.

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

Attached is the current Hinds Community College MOU, this MOU is in effect until one party states in writing they wish to modify the MOU.

Innovative Plan Component #7:

Governance[1]

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

The Rankin County School district uses a form of site-based management within each school. Principals serve as leaders within their building and are responsible for decision making and directing the operation of the school. The school district provides ongoing support to each school’s administration and will assist with professional development, data reporting, and monitoring teaching and learning.

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

The advisory team will meet prior to implementation of innovation programs to assist the schools with planning and recruitment for academies including the 2+2 academy. The advisory team will have ongoing support and regularly scheduled meetings throughout the year to network, assess, and monitor the program.

Advisory team member	Contribution
Dr. Sue Townsend, Superintendent	Provides the vision for the district
Mr. Buddy Bailey, Assistant Superintendent	Provide leadership and guidance for the school
Dr. Cassondra Vanderford, Director Career Technical Education and Acceleration	Provide leadership for teaching and learning, serve as dual credit liaison

Mrs. Angy Graham, Director Secondary Curriculum	Provide leadership for teaching and learning
District Curriculum Specialist	Provide leadership for curriculum and instruction
Hinds Community College	Provide leadership and assist with transition between high school and college
Principal at each Middle School and High School	Provide leadership for teaching and learning
Counselor at each Middle School and High School	Provide leadership for teaching and learning

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

The Rankin County School Office of Curriculum and Instruction and Career and Technical Education and Acceleration, along with the Office of Student Support Services and the Office of Instructional Technology will oversee implementation of the innovation plan in each middle and high school by providing support, professional development, and assistance with reporting and monitoring.

District Personnel	Title	Responsibility
Mrs. Angy Graham	Director Secondary Curriculum	Provide leadership for teaching and learning
Mrs. Sheri Blankenship	Secondary Literacy Coach	Provide support for teaching and learning
Dr. Rhonda Kilgo	Secondary Math Specialist	Provide support for teaching and learning
Ms. Jana Comer	Middle/High English Language Arts Specialist	Provide support for teaching and learning
Mrs. Catherine Beasley	Secondary Social Studies Specialist	Provide support for teaching and learning
Mrs. Lorie Yates	Secondary Science Specialist	Provide support for teaching and learning
Mr. Montgomery Hinton	College and Career Ready Prep Specialist	Provide support for teaching and learning
Mrs. Stephanie Cotnam	Middle/High Instructional Technologist	Provide technology support for teaching and learning

Dr. Cassondra Vanderford	Director Career Technical Education and Acceleration	Provide leadership for teaching and learning, serve as dual credit liaison
Mrs. Ginger Jones	Director of Counseling and Student Support Services	Provide leadership and support for counseling staff
Dr. Norman Sessions	Vice President for Rankin and Jackson Campus Academic/Technical Center	Provide leadership and support for dual credit instructors and post secondary guidance

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	Requested waiver(s) from State or Local Policies, Requirements, or Restrictions	Rationale for Waiver Request
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 that they do not act in the place of the principal. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.	This waiver will allow the Rankin County School District to hire community professionals as instructors for students in our career and technical academies and elective courses. These instructors will be individuals with experience in the field, business leaders, and/or retired teachers who may not have a valid teaching license.

2.3	<p>The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth ($\frac{1}{4}$) of the workday to library/media administrative activities. {Miss. Code Ann. § 37-17-6(3)(a-e)}</p>	<p>This waiver will allow the librarians in Rankin County School District to have flexibility to teach robotics and generate more of an interest in robotics and STEM related fields.</p>
13.2	<p>The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half ($\frac{1}{2}$) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public-School courses, and innovative programs authorized by the State Board of Education.</p>	<p>This waiver will allow Rankin County School District to teach the CCR course required for graduation in an online format, so students can take the CCR course on a day during the week that they are not taking dual credit classes.</p> <p>Seat time flexibility with the 7th and 8th grade technology courses to offer a blended learning opportunity that will be a combination of direct instruction, mastery via application of skills, mastery via completed modules/projects, infusion of technology standards in the 4 core content areas – ELA, Math, Science, and Social Studies.</p> <p>RCSD is requesting a waiver to be exempt from the minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half ($\frac{1}{2}$) unit offered. We would like to offer Carnegie unit of credit based on the mastery of the standards through a variety of methods.</p> <p>RCSD will have modified schedules that align with the campus upon which they are located. Students are also enrolled in online courses, as well as participating in experiential learning</p>

		experiences at nontraditional school times.
13.5	The summer school/extended year program [not Extended School Year (ESY) provided through special education programs] meets all applicable requirements of the regular school program. {Miss. Code Ann. § 37-3-49}	Summer school flexibility to better meet the individual needs of RCSD students – offer online “blended” to be completed at home w/ weekly face to face days. These days will provide assistance for students. In addition, teachers will be available via email or phone for additional support ALL RCSD SCHOOLS (Grades 6 – 12)

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

Innovation Plan Component #9:

Timeline of Activities

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

Rankin County School District began exploring the concept of Time Redesign in the Spring of 2017. We spoke directly with representatives of SREB (Southern Regional Education Board) and scheduled a face-to-face meeting with them. In addition to the meeting with SREB, several school personnel and county office personnel visiting school districts that had implemented this concept, specifically a district outside of Birmingham, AL. We spoke directly with administrator of a middle school and a highschool while visiting this district and were introduced to School By Design. We contacted School By Design and began our partnership with them. We spend the entire 2018-2019 exploring ways to achieve our overall goal of going deeper with classroom instruction with School By Design, Rankin County School District County Office personnel, and members of the leadership teams at McLaurin High School, Pelahatchie High School, Pisgah High School, and Puckett High School. In addition we began discussions with administrators of our other schools - Brandon High School, Brandon Middle School, Florence High School, Florence Middle School, Northwest High School, Northwest Middle School, and Richland High School. Conversations have regularly taken place regarding Time Redesign over the last three year. During the 2019-2020 school year, we implemented PLUS Day with McLaurin High School, Pelahatchie High School, Pisgah High School, and Puckett High School. This

implementation involved 7th and 8th core content area teachers from these schools and the Secondary Curriculum Department. The exploration phase with the following schools - Brandon High School, Brandon Middle School, Florence High School, Florence Middle School, Northwest High School, Northwest Middle School, and Richland High School - involved admin and leadership team from each school and the members of the Secondary Curriculum Department.

Rankin County School District currently has 27 career academies throughout the eight high schools. In addition, our students can choose to travel to the Hinds Community College Career and Technical Education Center to take career pathway courses. Beginning last fall, all the career pathway courses at the Hinds Community College Career and Technical Education Center are dual credit. We are working with Hinds Community College to add dual credit courses to all career academies. Students on each high school campus are offered academic dual credit beginning in the 11th grade.

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

Time Redesign

Rankin County School District is currently exploring the audit results for Brandon High School, Brandon Middle School, Florence High School, Florence Middle School, Northwest High School, Northwest Middle School, and Richland High School. The next step is to present these audit findings and continue in depth discussion with each building administrator and their leadership team members in order to develop each school's plan of action. Once this plan is established conversations need to take place with all those involved in the implementation of the school plan (ex. Counselors, teachers, support staff). Multiple meetings will need to occur.

The 2 + 2 Academy

Middle School counselors and principals will begin having conversations with students and parents to identify students who may be interested in joining an academy, specifically the 2+2 academy which will be new on each campus. Pre-registration for the 2020-2021 school year will begin in February and eighth grade students will start developing schedules for the ninth grade school year. The schools will keep a list of students who apply for the 2+2 academy and work to identify underserved, at-risk, economically disadvantaged students who would most benefit from the comprehensive, personalized educational plan. These students and parents, along with other students and parents who wish to be in the 2+2 cohort will have an opportunity to meet with counselors and principals to plan their pathway. The advisory team will have two years to plan and organize the dual credit classes for these upcoming ninth grade students.

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

School administrator, leadership teams, and county office personnel evaluate assessment data on a regular basis. These assessments include RCSD administered Benchmarks in the state testing areas three times during the school year. In addition, formative and summative assessment data are analyzed and reviewed on a regular basis. Head principals participate in three Big 3 (Assessment, Behavior, and Attendance) meetings two weeks after the RCSD Benchmarks are administered. Each school conducts local data team meetings to review their common summative data, formative data, and RCSD benchmark data.

The Secondary Curriculum Department is actively involved with the planning, implementation, and evaluation of Time Redesign initiatives - ex. PLUS Day. The Secondary Curriculum Department meets at least once a week to discuss a variety of topics and Time Redesign initiatives are a part of this weekly discussion. At times, the meetings are scheduled more often than a weekly basis.

The advisory team will continually monitor students in the 2+2 academy. The district career and technical education director works with all academy teachers to ensure students and teachers have the resources and support needed to successfully compete the academy pathway. Students in the 2+2 academy will have the advisory team, along with district student support services, dual credit teachers, and Hinds Community College counselors to monitor student progress.

Innovation Plan Component #10:

Data Sharing Agreement

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

The Time Redesign school team members will continue to meet on a regular basis and share analyze their student data generated from the agreed upon assessment created during the previous meeting. In addition, Rankin County School District administers benchmarks for state tested content areas and this data is analyzed during the appropriate time during the school year. This information is shared with the Rankin County School District Accountability, Accreditation, and Assessment Department. Ongoing monitoring will allow for data collection, both performance targets and teacher feedback. Deficiencies can be addressed and adjustments made as necessary. Student progress/performance data will be available and provided to the Superintendent throughout the process.

The 2+2 academy local school team will meet regularly to insure the implementation process is staying on track and necessary adjustments are being made for successful implementation of the 2+2 academy. The local and district advisory team will additionally meet throughout the school year to examine the progress of the 2+2 academy. Ongoing monitoring will allow for data collection, both performance targets and student and teacher feedback. Deficiencies can be addressed and adjustments made as necessary. Student progress/performance data will be sent to the Superintendent at the end of each semester.

Innovation Plan Component #11: *Assurances*

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.

 11/13/19

Superintendent

Date

 11/13/19

RCSD School Board President

Date

NOEL DANIELS

Motor Company

Brandon, Mississippi

November 15, 2019

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

Noel Daniels Motor Company is pleased to join with Rankin County School District and Hinds Community College to support the innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which allows students to obtain an associate degree in addition to a high school diploma. We are excited to know that these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

We will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs.

We ultimately believe that this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,



Noel E. Daniels
President

601-825-3636 • Fax: 601-825-0045

P. O. Box 401 • Brandon, Mississippi 39043 • 611 W. Government St. • Brandon, Mississippi 39042

www.noeldaniels.cars



Rankin County School District

TRADITION OF EXCELLENCE

BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

Post Office Box 1359 | Brandon, MS 39043 | p 601.825.5590 | f 601.825.2618 | www.rcsd.ms

November 15, 2019

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

I, along with my department, am pleased to join with Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy that allows students to obtain an associate degree in addition to a high school diploma. We are excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

We will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs.

We ultimately believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,

Ginger Jones

Director of Student Support Services/ Counseling
Rankin County School District

Dr. Sue Townsend
*Superintendent of
Education*

Brandon High School

Dr. Bryan Marshall, Principal

Mr. Brian Gaddie, Assistant Principal
Mr. Clay Garner, Assistant Principal
Mr. Russ Granberry, Assistant Principal

Mr. Marcus Stewart, Assistant Principal
Mrs. Nichole Robinson, Assistant Principal
Mr. Philip Nelson, Transportation Director

11/11/2019

Re: District of Innovation Application for Rankin County School District


To Whom It May Concern:

Brandon High School is pleased to join with Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which allows students to obtain an associate degree in addition to a high school diploma. We are excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

We will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs.

We ultimately believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,



Bryan Marshall PhD
Principal
Brandon High School



Pisgah High School
Craig Yates, Principal

POST OFFICE BOX 70
SANDHILL, MISSISSIPPI 39161
Telephone (601) 829-2825
Fax (601) 829-1753

November 14, 2019

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

Pisgah High School is glad to be a part of Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction. This will greatly benefit our students by allowing them to obtain a high school diploma as well as an associate degree by high school graduation. This will also give our students an opportunity to be better prepared to compete for jobs in a global economy.

I would be glad to offer assistance to both Rankin County School District and Hinds Community College to raise awareness about the program. I would also help with the implementation of these innovative programs if needed.

I believe that all the students in Rankin County School district will benefit from this program.

Sincerely,

Jodi Jackson
Counselor
Pisgah High School



Pisgah High School
Craig Yates, Principal

POST OFFICE BOX 70
SANDHILL, MISSISSIPPI 39161
Telephone (601) 829-2825
Fax (601) 829-1753

November 14, 2019

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

Pisgah High School is glad to be a part of Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction. This will greatly benefit our students by allowing them to obtain a high school diploma as well as an associate degree by high school graduation. This will also give our students an opportunity to be better prepared to compete for jobs in a global economy.

I would be glad to offer assistance to both Rankin County School District and Hinds Community College to raise awareness about the program. I would also help with the implementation of these innovative programs if needed.

I believe that all the students in Rankin County School district will benefit from this program.

Sincerely,

Jodi Jackson

Counselor

Pisgah High School



Pisgah High School
Craig Yates, Principal

POST OFFICE BOX 70
SANDHILL, MISSISSIPPI 39161
Telephone (601) 829-2825
Fax (601) 829-1753

November 14, 2019

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

Pisgah High School is pleased to join with Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which allows students to obtain an associate degree in addition to a high school diploma. We are excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

We will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs.

We ultimately believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,

Joshua Jones, Ph.D
Assistant Principal
Pisgah High School



Northwest Rankin High School

Inspiring Learners, Developing Leaders



Mr. Ben Stein, Principal

Assistant Principals: Lewis Bradford, Matt Buchanan, Benny Bullock, Lori Nail, Angela Reynolds

November 15, 2019

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

Northwest Rankin High School is pleased to support the Rankin County School District's District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which, in partnership with Hinds Community College, allows students to obtain an associate degree in addition to a high school diploma. We are excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

We will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs. We ultimately believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,

Jessica Smith, NCC, NCSC
School Counselor





Northwest Rankin High School

Inspiring *Learners*, Developing *Leaders*



Mr. Ben Stein, Principal

Assistant Principals: Lewis Bradford, Matt Buchanan, Benny Bullock, Lori Nail, Angela Reynolds

November 15, 2019

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

Northwest Rankin High School is pleased to support the Rankin County School District's District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which, in partnership with Hinds Community College, allows students to obtain an associate degree in addition to a high school diploma. We are excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

Our administration will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs. We ultimately believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,

Lori P. Nail, Ed.S.
Assistant Principal

5805 Highway 25
Flowood, MS 39232
(601)-992-2242



Pisgah High School

CRAIG YATES

PRINCIPAL

1000 N. Highway 101
Asheville, NC 28804

704.255.1100
704.255.1100

1000 N. Highway 101
Asheville, NC 28804

1000 N. Highway 101
Asheville, NC 28804
704.255.1100
704.255.1100

1000 N. Highway 101
Asheville, NC 28804

704.255.1100
704.255.1100

1000 N. Highway 101
Asheville, NC 28804

November 15, 2018

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

As the Principal of Pisgah High School, I am pleased to join with Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which allows students to obtain an associate degree in addition to a high school diploma. Being a part of the Time Redesign PLUS team has been a great experience thus far as it allows me more opportunity to teach important research skills to my students in our ever-changing digital age while their core content area teachers are working with others to create the best instruction they can for their students. I am excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

Along with Pisgah High School, I will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs.

Ultimately, I believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved, which will in turn benefit the entire community.

Sincerely,

Craig Yates

Jessica E. Faberiks
Teacher Librarian
Pisgah High School

Richland High School

Dr. Scott Rimes

Principal

Assistant Principals

Mr. Corey Yates

Dr. Thomas Dudley

Dr. Terrance McEwen

November 8, 2019

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

Richland High School is pleased to join with Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which allows students to obtain an associate degree in addition to a high school diploma. We are excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

We will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs.

We ultimately believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,



Dr. Scott Rimes
Principal
Richland High School

Richland Proud Ranger Strong

1202 Highway 49 South, Richland, MS 39218
Phone: 601-939-5144 Fax: 601-939-7631

Richland High School

Dr. Scott Rimes

Principal

Assistant Principals

Mr. Corey Yates

Dr. Thomas Dudley

Dr. Terrance McEwen

November 8, 2019

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

Richland High School is pleased to join with Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which allows students to obtain an associate degree in addition to a high school diploma. We are excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

We will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs.

We ultimately believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,



Rebecca Bates

7th Grade English Teacher

Richland Proud Ranger Strong

1202 Highway 49 South, Richland, MS 39218

Phone: 601-939-5144 Fax: 601-939-7631

Richland High School

Dr. Scott Rimes

Principal

Assistant Principals

Mr. Corey Yates

Dr. Thomas Dudley

Dr. Terrance McEwen

November 8, 2019

Re: District of Innovation Application for Rankin County School District

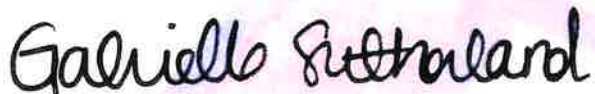
To Whom It May Concern:

Richland High School is pleased to join with Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which allows students to obtain an associate degree in addition to a high school diploma. We are excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

We will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs.

We ultimately believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,



Gabrielle Sutherland
School Counselor
gab200@rcsd.ms

Richland Proud Ranger Strong

1202 Highway 49 South, Richland, MS 39218
Phone: 601-939-5144 Fax: 601-939-7631

PAT SULLIVAN
MAYOR
601-932-1256

ALDERMEN

GUS BLACK
CLAY BURNS
ROBERT CRAFT
BETH SANFORD
CATHEY WYNNE



CITY OF RICHLAND
P. O. BOX 180609
RICHLAND, MS 39218
601-932-3000 • FAX 601-939-5284

KAREN JACKSON
CITY CLERK
601-420-1540

COMMUNITY DEVELOPMENT
601-420-1610
STREET DIVISION
601-420-1600
WATER/SEWER DIVISION
601-939-5234

November 8, 2019

Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

City of Richland is pleased to join with Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which allows students to obtain an associate degree in addition to a high school diploma. We are excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

We will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs.

We ultimately believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,

Pat Sullivan, Mayor

FIRE DEPARTMENT
152 BRANDON AVENUE
RICHLAND, MS 39218
601-939-1936
FAX 601-939-1955

COMMUNITY CENTER
410 EAST HARPER STREET
RICHLAND, MS 39218
601-420-3400
FAX 601-420-3405

PARKS & RECREATION
371 SCARBROUGH STREET
RICHLAND, MS 39218
601-487-9989
FAX 601-487-9990

POLICE DEPARTMENT
911 TOWN SQUARE
RICHLAND, MS 39218
601-932-3100
FAX 601-936-4614

Richland High School

Dr. Scott Rimes
Principal

Assistant Principals
Dr. Thomas Dudley

Mr. Corey Yates

Dr. Terrance McEwen

November 8, 2019

Re: District of Innovation Application for Rankin County School District

To Whom It May Concern:

Richland High School is pleased to join with Rankin County School District and Hinds Community College to support the District of Innovation Application for implementation of innovative programs including Time Redesign, Creative Instruction, and the 2+2 Academy which allows students to obtain an associate degree in addition to a high school diploma. We are excited to know these programs will provide every student the opportunity for a high-quality education in preparation to compete in the global economy.

We will gladly assist Rankin County School District and Hinds Community College to promote public awareness and implementation of these innovative programs.

We ultimately believe this innovation will benefit all students in Rankin County, but specifically those students who are underserved. This will in turn benefit the entire community.

Sincerely,



Dr. Terrance McEwen
Assistant Principal
Richland High School

Richland Proud Ranger Strong
1202 Highway 49 South, Richland, MS 39218
Phone: 601-939-5144 Fax: 601-939-7631



HINDS COMMUNITY COLLEGE

Office of the Vice President for Rankin Campus and Jackson Campus-Academic/Technical Center
3805 Highway 80 East • Pearl, MS 39208-4295 • 601.936.5555 • norman.session@hindscc.edu

To Whom It May Concern:

District of Innovation Application for the Rankin County School District

Hinds Community College is pleased to partner with the Rankin County School District and support the 2+2 Academy concept which allows students to obtain an associate degree in addition to a high school diploma. Students will have access to the Hinds Community College Campus for academic courses and career and technical education courses as space in each program allows. Students will have a choice of pursuing an associate's degree and/or a career technical certification. We believe this 2+2 Academy will benefit all students in the Rankin County School District and the community as a whole.

Sincerely,

Norman Session
Vice President Hinds Community College