# Dropout Prevention Plan

## 2024 - 2025

MERIDIAN
PUBLIC SCHOOL DISTRICT

Where Learners Become Leaders!

Dr. Amy Carter
Superintendent

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# STRATEGIC PLAN SUMMARY

## MISSION

The mission of the Meridian Public School District is to inspire and develop excellence in everyone.

## VISION

The vision of the Meridian Public School District is to empower learners to become leaders.

## GOALS

We believe as MPSD leaders and teachers that:

- All schools will provide high-quality instruction that prepares all students for college and career readiness while achieving a successful or higher rating.
- All schools will maintain safe, attractive, and healthy learning environments.
- All schools will recruit and retain high-quality teachers and staff.
- All schools will create strong relationships with parents and the community.
- All schools will maintain a sound financial balance.

## CORE VALUES

The Meridian Public School District strives to:

- Maintain safe and orderly environments that model respect, integrity, and accountability
- Relentlessly pursue reading and math literacy to enhance academic excellence
- Use college and career standards to guide inquiry into innovative learning and teaching
- Foster citizenship and promote strong moral values through quality educational programs
- Actively create learner-centered classrooms that foster ownership of student learning
- Empower families to join their students in goal-setting and reviewing progress toward their goals

## CORE BELIEFS

We believe as MPSD leaders and teachers that:

- Each student sets goals, monitors his/her progress, and makes adjustments to achieve academic and life goals
- Each student will learn what is important to know and do under the appropriate instructional conditions to be successful
- Teachers motivate through high expectations and positive caring relationships by knowing each student deeply, and sharing relevant life experiences
- Teachers, as active collaborators, continuously monitor the impact of their teaching on student learning using assessment data
- Teachers and leaders work together to protect and use instructional time wisely, using data as the guide for student learning and achievement
- Parents are partners in ensuring daily student attendance and active participation in student goal setting and monitoring of student progress

# PURPOSE OF THE DROPOUT PREVENTION PLAN

The Meridian Public School District Dropout Prevention Plan serves as a guide for district schools and stakeholders to retain students as they matriculate throughout each school in the district while increasing the graduation rate. The Meridian Public School District continues to provide support services and resources to meet the needs of all students, including those at risk of failing and/or existing school before graduation.

## MISSISSIPPI CODE 37-13-80

Section 37-13-80 mandates each school district implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education annually. Each school district will be held responsible for reducing and/or eliminating dropouts while implementing an effective dropout plan that focuses on the following:

1. Meet the needs of individual schools
2. Establish policies and procedures that meet the needs of the district
3. Focus on measurable student-centered goals and objectives
4. Strong emphasis on reducing the retention rates in kindergarten, first, and second grade
5. Target subgroups that need additional assistance to meet graduation requirements
6. Implement dropout recovery initiatives focusing on non-traditional students 17-21 who dropped out of school.

It is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented in each school district, the graduation rate for cohort classes will be increased to not less than eighty-five (85%) by the 2020-2021 school year.

# DISTRICT TEAM MEMBERS

| | |
|---|---|
| Dr. Amy Carter | Superintendent |
| Dr. Phatasis O'Harroll | Assistant Superintendent |
| Dr. Rosalind Operton | Assistant Superintendent |
| Dr. Harrison Michael | Director of Alternative School |
| Steven Shadwick | Director of Assessment & Gifted Education |
| Melanie Jackson | Director of Curriculum & Instruction |
| Lavonda Germany | Director of Student Services |
| Tawanda McClelland | CTE Assistant Director |
| Angel Hibbler | Secondary MTSS District Interventionist |
| Sherrod Miller | Principal<br>Magnolia Middle School |
| Angela McQuarley | Principal<br>Meridian High School |
| Rufus Wright | Assistant Principal<br>Meridian High School |
| Margaret Brown | Academic Counselor<br>Northwest Middle School |
| Adrian Cross Phillips | Parent & Community Engagement Specialist |
| Bridgett Fisher-Lloyd | Dropout Prevention Coordinator |

# DISTRICT DATA

The Meridian Public School District covers over 92 acres and serves students in over 440 classrooms across 11 campuses. These numbers, percentages, and estimates are a mid-fall snapshot of fluid demographics. They are updated soon after Oct. 1 each school year.

- 1,000 employees
- 11 campuses
  - 5 Elementary Schools
  - 2 Middle Schools
  - 1 High School
  - 1 Career and Technical Center
  - 1 Pre-K Campus
  - 1 Alternative Learning Campus
- Student Population
  - Grades PK-5: 2,240
  - Grades 6-8: 961
  - Grades 9-12: 1,281
  - Total students enrolled: 4,482
- District Diversity
  - African American 91.98%
  - Caucasian 2.87%
  - Hispanic 2.8%
  - Asian .6%
  - Native American .06%
  - Pacific Islander .04%

# ENROLLMENT DATA

| | 52 | PK | 54 | K | 1 | 2 | 3 | 4 | 5 | 56 | 6 | 7 | 8 | 58 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Carver | | | 6 | 79 | 93 | 88 | 89 | 77 | 15 | | | | | | | | | | 530 |
| Crestwood | | | | 55 | 57 | 65 | 67 | 61 | 32 | | | | | | | | | | 337 |
| Little Wildcats | 8 | 134 | | | | | | | | | | | | | | | | | 142 |
| Magnolia | | | | | | | | | | 24 | 124 | 174 | 120 | 2 | | | | | 444 |
| Meridian High | | | | | | | | | | | | | | 30 | 339 | 315 | 319 | 287 | 1290 |
| Northwest | | | | | | | | | | 7 | 162 | 176 | 146 | 2 | | | | | 493 |
| Parkview | | | 1 | 62 | 74 | 70 | 69 | 60 | 36 | 25 | | | | | | | | | 397 |
| Poplar Springs | | | 3 | 62 | 63 | 52 | 64 | 64 | 55 | 15 | | | | | | | | | 378 |
| West Hills | | | | 74 | 74 | 60 | 74 | 85 | 52 | | | | | | | | | | 419 |
| | | | | | | | | | | | | | | | | | | | |
| TOTAL | 8 | 134 | 10 | 332 | 361 | 335 | 357 | 359 | 252 | 86 | 286 | 350 | 266 | 34 | 339 | 315 | 319 | 287 | 4430 |

# ASSESSMENT AND ACCOUNTABILITY

## MPSD Assessment for MKAS and 3rd grade

The Meridian Public School District 2021-2022 Statewide Assessment Results and the Statewide Accountability System for students in grades 3-8 and high school end-of-course subject area assessments in Algebra I, English II, Biology I, and U.S. History can be found at the link below:

https://www.mdek12.org/OPR/Reporting/Accountability/2024

MKAS (Kinder)

| Year | BOY | EOY | GROWTH |
|---|---|---|---|
| 2019-2020 | 482 | COVID | COVID |
| 2020-2021 | 480 | 654 | 174 |
| 2021-2022 | 458 | 638 | 180 |
| 2022-2023 | 465 | 652 | 187 |
| 2023-2024 | 469 | 663 | 194 |

3rd grade Reading Assessment

| Year | Initial Passing | Final Pass Percentages (does not include Good Cause Exemptions) | Proficient |
|---|---|---|---|
| 2019-2020 | COVID | COVID | COVID |
| 2020-2021 | 50.7% | N/A | 23% |
| 2021-2022 | 57.2% | 71.3% | 29.6% |
| 2022-2023 | 61.3% | 78.3% | 29.8% |
| 2023-2024 | 59.5% | 76.4% (based on preliminary calculations) | 33.0% |

# ASSESSMENT AND ACCOUNTABILITY

4-year Graduation and Dropout Rates Based on School Year

| 2020 | 2020 | 2021 | 2021 | 2022 | 2022 | 2023 | 2023 | 2024 | 2024 |
|---|---|---|---|---|---|---|---|---|---|
| Grad Rate | Dropout Rate | Grad Rate | Dropout Rate | Grad Rate | Dropout Rate | Grad Rate | Dropout Rate | Grad Rate | Dropout Rate |
| 76.6% | 21.0% | 79.8% | 17.2% | 85.1% | 12.3% | 84.1% | 13.8% | 83.5% | 15.2% |

2024 Meridian Public School District Graduation Rates by Subgroup

| Subgroup | N-Count | 4-Year Graduation Rate |
|---|---|---|
| All | 309 | 83.5% |
| Female | 173 | 89.6% |
| Male | 136 | 75.7% |
| Black or African American | 283 | 84.8% |
| White | 13 | 61.5% |
| Economically Disadvantaged | 295 | 85.8% |
| Students w/ Disabilities | 39 | 69.2% |

ACT Composite

| | |
|---|---|
| 2020 | 14.9 |
| 2021 | 13.8 |
| 2022 | 14.6 |
| 2023 | 14.8 |
| 2024 | 14.3 |

# DROPOUT PREDICTORS & INDICATORS

Factors listed below can be tracked by the district or school in an effort to impact the graduation rate positively. The predictors listed first are outside the control of educators, while the indicators listed in the second grouping can be considered when the school or district determines actions to take to keep students in school. Each EWS team should determine which indicators will be used by the team to track students in the school's Early Warning team.

## Dropout Predictors Outside of School Control

- Age. Students who drop out tend to be older compared to their grade-level peers.
- Gender. Students who drop out are more likely to be male. Females who drop out often do so due to reasons associated with pregnancy.
- Socioeconomic background. Dropouts are more likely to come from low-income families.
- Ethnicity. The dropout rate is higher on average for African American, Hispanic, and Native American youth.
- Native language. Students from non-English speaking backgrounds are likelier to drop out than students from English-speaking homes.
- Region. Students are more likely to drop out if they live in urban settings than suburban or nonmetropolitan areas. Dropout rates are higher in the South and West than in the Northeast region of the U.S.
- Mobility. High levels of household mobility contribute to an increased likelihood of dropping out.
- Ability. Lower scores on measures of cognitive ability are associated with higher dropout rates.
- Disability. Students with disabilities (especially those with emotional/behavioral disabilities) are at greater risk of dropping out of school.
- Parental employment. Dropouts are more likely to come from families in which the parents are unemployed.
- School size and type. School factors that have been linked to the dropout rate include school type and large school size.
- Family structure. Students who come from single-parent families are at greater risk of becoming dropouts.
- Parenting. Homes characterized by permissive parenting styles have been linked with higher dropout rates.

# DROPOUT PREDICTORS & INDICATORS

## Dropout Indicators Within School Control

- Grades. Students with poor grades are at greater risk of becoming a dropout. Academic preparedness impacts graduation potential.
- Disruptive behavior. Students who drop out are more likely to have exhibited behavioral and disciplinary problems in school. Suspension doubles the odds that a student will drop out of school.
- Absenteeism. The rate of attendance is a strong predictor of dropout.
- School policies. Alterable school policies associated with the dropout rate include raising academic standards without providing support, tracking, and frequent use of suspension.
- School climate. A positive school climate is associated with lower rates of dropout.
- Sense of belonging. Alienation and decreased levels of participation in school have been associated with an increased likelihood of dropout. Students are more apt to drop out if their friends or peer group have left school.
- Attitudes toward school. The beliefs and attitudes (e.g., locus of control, motivation to achieve) that students hold toward school are important predictors of dropout. Engagement in learning can significantly improve student attendance and grades, making it important for teachers to develop lesson plans that will create curiosity while addressing appropriate standards and utilizing best practices for instruction and assessment.
- Educational support in the home. Students whose families provide higher levels of educational support for learning are less likely to drop out.
- Retention. Students who drop out are more likely to have been retained than students who graduate. Using National Education Longitudinal Study data, being held back was identified as the single biggest predictor of dropping out.
- Stressful life events. Increased levels of stress and the presence of stressors (e.g., financial difficulty, mental health issues, moving, homeless status, health problems, early parenthood) are associated with increased rates of dropout.

Source: Lehr, C. A., Johnson, D. R., Bremer, C. D., Cosio, A., & Thompson, M. (2004). Essential tools: Increasing rates of school completion: Moving from policy and research to practice. Minneapolis, MN: University of Minnesota, Institute on Community Integration, National Center on Secondary Education and Transition. Retrieved from http://www.ncset.org/publications/essentialtools/dropout/dropout.pdf

# DROPOUT PREVENTION GOALS AND ACTION PLAN

The ultimate goal of the Meridian Public School District is to increase the graduation rate and dispel the possibility of dropouts.

The Dropout Prevention Plan will focus on the following goals in the 2024-25 school year.

- Reduce retention and course failures by 50% and decrease the overage population in elementary, middle, and high school.
- Provide innovative programs for non-traditional students.
- Promote College and Career Readiness in grades K-12.

## Reduce retention and course failures

| ACTION STEPS | EVIDENCE OF IMPLEMENTATION | SUPPORTS NEEDED |
|---|---|---|
| Evaluate the use of formative and summative assessments | • Monitor Teacher Gradebooks<br>• Formative & Summative<br>  ◦ Assessments are used to evaluate student progress toward the goal<br>• Review lesson plans to reflect the use of formative and summative assessments<br>• School-based PLCs to ensure assessments are aligned with standards | • Curriculum, Instruction, and Assessment Team<br>• Principals<br>• Ongoing Professional Development |
| Implement Multi-tier Systems of Support | • Provide multiple levels of support for all learners<br>• District-level interventionists will meet monthly with schools to review the progress monitoring of students in a tier.<br>• Provide a screener for all students within the first 20 days of school. | • District Curriculum and Instruction Department<br>• School Behavior Counselors<br>• Principals<br>• School and district-level interventionists<br>• Professional Development |

| | | |
|---|---|---|
| | • ELA<br>  ◦ PreK-K Lexia<br>  ◦ K-10th i-Ready<br>  ◦ 11th-12th Read 180<br>• Math<br>  ◦ K-10th i-Ready<br>  ◦ 11th-12th Math 180<br>• Students are receiving interventions from certified teachers.<br>• MTSS strives to ensure practices, policies, and programs are aligned on classroom, school, and district levels | |
| Ensure each school has a plan to monitor and address attendance. | • Attendance Awareness Campaign in September<br>• Monthly Board Update on attendance<br>• Communication with parents through PowerSchool and phone calls<br>• Parent Contact Reports<br>• School Newsletters<br>• District ADA Reports | • Principals<br>• Guidance Counselors<br>• State Attendance Officers<br>• District and School Data Processors<br>• Professional Development |
| Extended School Year and Summer School | • 3rd grade failures will receive summer remediation.<br>• ESY is offered to Exceptional Education students as directed by IEP<br>• The district will offer summer school for secondary students to recover credits. | • Principals<br>• Guidance Counselors<br>• Summer School Administrator<br>• Student Service Director<br>• Curriculum Department |
| Improve and strengthen communication with counselors, parents and students regarding graduation requirements. | • Maintain a log of individualized counseling sessions for students in 8th-12th.<br>• Maintain and revise ISPs as needed.<br>• Publish graduation requirements in the Code of Conduct and on the district website.<br>• Maintain a log of 9-week term meetings with middle and high school counselors. | • Principals<br>• Guidance Counselors<br>• Student Service Director<br>• Curriculum Director<br>• Sped Director |

| | | |
|---|---|---|
| | • Ongoing informational parent meetings 9th-12th<br>• Ensure students are using the district designated platform as a tool to review ISPs. | |
| Monitor and review the student assessments reports. | • 4 ½ week grade summary reports<br>• District and School level Data Review Meetings<br>• Individual school data meetings | • Building Level Administration<br>• Guidance Counselors<br>• District Curriculum, Instruction, and Assessment Team<br>• OECE Department |
| Improve identification of early warning signs for students at-risk. | • District Common Assessments and District Midpoint Checks<br>• STAR Early Literacy(PreK/K), /iReady Reading(1st-HS) and iReady Math(K-HS) progress reports<br>• Behavior Screener<br>• Discipline Reports<br>• Review weekly attendance report.<br>• Utilize data from the AMOS Early Warning System and School Status to identify at-risk students. | • Teachers<br>• District Academic Coaches<br>• School Guidance and Behavior Counselors<br>• District and School Data Processors<br>• Interventionists<br>• PBIS/Student Service Department<br>• Professional Development |
| Provide alternative opportunities to advance academically. | • Online Programs<br>• Dual Enrollment<br>• Credit Recovery<br>• Alternative Placements<br>• Homebound Services<br>• Partnerships with colleges and universities | • Behavior and Guidance<br>• Counselors<br>• Principals<br>• District Curriculum,<br>• Instruction and Assessment Department<br>• District Online Program Options |
| Continue district external review committee for at-risk students | • Attendance Logs<br>• Maintain copies of the Agenda.<br>• Student data file | • Principals<br>• Guidance Counselors<br>• Curriculum, Instruction, and Assessment Team |

Provide innovative programs for non-traditional students

| ACTION STEPS | EVIDENCE OF IMPLEMENTATION | SUPPORTS NEEDED |
|---|---|---|
| Continue Extended School Year | • 3rd-grade remediation programs<br>• ESY student enrollment list of General Education and Exceptional Education students as directed by IEP.<br>• Eligible district students will have opportunities for remediation, credit recovery, and credit acquisition services. | • Principals<br>• Guidance Counselors |
| Investigate and expand the use of community and vocational engagement opportunities. | • Internship opportunities<br>• Career Day Schedule<br>• Service Day schedule<br>• Student Volunteer Program | • School Administrators<br>• Guidance Counselors |
| Expand dual enrollment opportunities | • Meeting with MCC counselors and MHS counselors<br>• Parent meeting with MCC | • School Administrators<br>• Guidance Counselors<br>• MCC & William Carey Counselors |
| Ensure all students are knowledgeable of the multiple diploma options approved by MDE. | Signed graduation plans by student, parent, and school personnel | • School Administrators<br>• Guidance Counselors<br>• District Curriculum and Instruction Department |
| Explore expansion of Credit Acquisition through Technology (CATT) | • Marion Park Alternative Program allows students to acquire credits needed to catch up to their peers and/or meet graduation requirements.<br>• Maintain a list of students who completed the program. | • Teacher<br>• Guidance Counselors<br>• High School Administrators<br>• Director of Marion Park & CATT Program Coordinator |

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|---|---|---|
| Ensure all 11th grade students participate in ACT examinations | • ACT enrollment data<br>• District Curriculum Plan documenting state mandate to provide ACTs to all 11th-grade students<br>• Documented practice test opportunities and analysis of results | • STC & ACT Coordinator<br>• High School Guidance<br>• Counselors<br>• High School Principals<br>• Director of Assessment |
| Provide appropriate and rigorous credit recovery program for students | • Documentation of Student Enrollment in Credit Recovery Program<br>• Documentation of Completion of Credit Recovery Courses | • Highly qualified teacher<br>• School Counselors<br>• Grade Results or Edgenuity |
| Increase efforts to increase the number of students to participate in ACT prep opportunities | • Documentation of student enrollment<br>• Use baseline data to determine student needs.<br>• Multiple Displays of the national ACT schedule. | • Guidance Counselors<br>• District Academic Coaches<br>• District Dropout Prevention<br>• Coordinator |

## Promote College and Career Readiness

| ACTION STEPS | EVIDENCE OF IMPLEMENTATION | SUPPORTS NEEDED |
|---|---|---|
| All 8th-grade students will enter 9th grade with an ISP | • Monitor list of 9th-grade students with individualized career and academic plans (ISP)<br>• Provide a list of state-approved graduation options.<br>• Provide a list of MPSD course offerings | • Middle School and High<br>• School Principals<br>• Guidance Counselors |
| Implement Exploring Careers course in the 9th Grade Academy | • Maintain enrollment list of 9th-grade students<br>• Monitor Keystone Curriculum and Standards<br>• Classroom observation Logs<br>• Teacher Evaluation | • Teachers with Exploring Careers endorsement<br>• Guidance Counselors<br>• CTE administrators and Counselors<br>• Professional Development |

| | | |
|---|---|---|
| Partnership with Get2College | • National FAFSA Day<br>• College Signing Day<br>• Parent College Information Night | • School Administrators<br>• Guidance Counselors<br>• IHL Project Manager<br>• MCC support staff College Recruiters |
| Evaluate Career and Technical Education course offerings | • Current list of CTE Pathways that meet Workforce Development demands<br>• Current Bureau of Statistics Report | • Director of Career & Technical<br>• Education<br>• High School Principals<br>• Guidance Counselors<br>• Workforce Partners |
| Cyber Foundations I and II | Cyber Foundations is offered in all middle schools to engage students in programming, cybersecurity, robotics, data science, and artificial intelligence. | • Teachers with Project Lead the Way endorsement<br>• CTE<br>• Middle School Principals |

## Summary

According to the National Dropout Prevention Center (Clemson University), no quick fix will end the school dropout problem. Effective dropout prevention cannot occur in a vacuum but must be carefully reviewed within the context of significant school reform activities. It must be created within a system that provides an infrastructure for ongoing implementation and sustainability of proven practices. This plan summarizes the Meridian Public School District's efforts to develop and support such a system.

## Dropout Prevention Plan (Update)

Process for Evaluating the Effectiveness of the Current Plan:
The Dropout Prevention Plan provides goals, activities, and services necessary to meet the state's dropout prevention plan to increase the state graduation rate to 85% by 2020-2021.

School and district teams have reviewed the existing district Dropout Prevention Plan and are currently reviewing their site-based practices to support district dropout initiatives. Annually, district and school administrators, school counselors, and community partners provide input and access to the district's progress toward achieving the action steps outlined.

Through collecting and reviewing academic, attendance, discipline, and survey data, district administration and collaboration from Dropout Team members will make recommendations as necessary to ensure the district meets the goal outlined in the annual updates and dropout prevention plan.

# APPENDIX

## ROSS COLLINS CAREER AND TECHNICAL CENTER

### COURSE DESCRIPTIONS

| Career and Technical Program | Course Description |
|---|---|
| Automotive Service Technology | The Automotive Service Fundamentals I course contains an introduction to shop operations, safety, tools and equipment, and preparing the vehicle for both service and the customer. The engine repair unit focuses on the internal combustion engine, cylinder and valve train, and lubrication and cooling systems.<br><br>The Automotive Service Fundamentals II course is an introduction to both automatic and manual drivetrain and axles. This course also introduces electrical/electronic information and terminology, including electrical/electronic system theory, battery, starting, and charging systems. It also introduces disc brakes, drum brakes, and anti-lock brakes.<br><br>The Automotive Service Fundamentals III course reviews shop operations, safety, tools and equipment, and preparing the vehicle for service and the customer. The Advanced Electrical/Electronic Systems unit contains information on lighting systems, concepts of gauges, warning devices, driver information systems, horn systems, wiper/washer systems, and accessories system diagnostic repair. The Engine Performance unit contains information on fuel, air induction, exhaust systems, emission control systems, and engine service concepts.<br><br>The Automotive Service Fundamentals IV course contains general suspension/steering theory; steering system inspection, diagnosis, and repair; concepts of front, rear, and miscellaneous systems; and wheel/tire alignment concepts. It also includes information for the service and maintenance of the heating, ventilation, and engine cooling system. |

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|---|---|
| Welding | Orientation and Cutting<br>This course focuses on the NCCER Learning Series Core. Students will leave the class with a firm foundation of knowledge in employability skills, safety, and basic tool knowledge. Additionally, students will learn oxyfuel-cutting fundamentals.<br><br>Shielded Metal Arc Welding (SMAW) This course introduces students to Shielded Metal Arc Welding (SMAW). Students will focus on proper equipment setup, safety measures, and proper welding techniques. This one-Carnegie-unit course should only be taken after students complete Orientation and Cutting.<br><br>Advanced Welding I This course focuses on specialized welding symbols used in blueprints and drawings. Additionally, students will learn about Plasma Arc Cutting (PAC), Carbon Arc Cutting (CAC), and advanced techniques used in SMAW. This one-Carnegie-unit course should only be taken after students complete Shielded Metal Arc Welding (SMAW).<br><br>Advanced Welding II - This course will allow students to examine Gas Metal Arc Welding (GMAW) and Flux-Cored Arc Welding (FCAW). Additionally, students will learn about Gas Tungsten Arc Welding (GTAW). Students will learn safety measures, setup procedures, and welding techniques for each type of welding. This one-Carnegie-unit course should only be taken after students complete Advanced Welding I. |
| Teacher Academy | Teacher Academy is a pathway for Education and Training Career Cluster students. Teacher Academy is a high school program with courses designed to attract students to the field of education, provide information and field experiences relevant to pursuing a degree in education, and prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field. |

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| Teacher Academy | Year 1<br><br>Foundations of an Educator (Course Code: 996302)<br>Foundations of an Educator allows students to gain foundational skills needed to enhance them as learners, future educators, and communicators. Students receive the history, theory, and professionalism required to understand the educational system. Students should be able to observe skills learned in class in various educational settings (one Carnegie unit).<br><br>Practices of an Educator (Course Code: 996303)<br>Practices of an Educator allow students to gain the knowledge and training needed to enhance themselves as future educators. Students receive practice in communication skills, planning, teaching, and assessment strategies required to understand the educational system. Students should have the opportunity to observe and/or practice skills learned in class in various academic settings using school-to-career skills obtained in class (one Carnegie unit).<br><br>Year 2<br><br>Exploring Diversity in Instruction<br>Exploring Diversity in Instruction allows students to gain knowledge and understand advanced information that must be instilled in educators. Students receive information about advanced communication skills, diverse learners, and various subject areas needed to work in the educational system. Students should have the opportunity to observe and/or practice skills learned in class in different academic settings using school-to-career skills obtained in class (one Carnegie unit). Before students can enroll in Exploring Diversity and Communication, they must meet the following requirements:<br><br>1. Score 80% or higher on the MS-CPAS summative assessment<br>2. Attendance rate of 92% or better in Foundations of an Educator and Practices of an Educator<br>3. Complete a grade, discipline, and work ethic review by the teacher.<br>4. Present an updated portfolio during the review-by-teacher session |

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| | Progressive Practices of Teacher Academy<br>Progressive Practices of Teacher Academy allows students to gain knowledge and understand progressive practices that must be instilled in educators. Students receive information about advanced planning instruction, teaching strategies, assessment, and professional learning needed to work in the educational system. Students should be able to observe and/or practice skills learned in class in various educational settings (one Carnegie unit). |
| Culinary Arts | This curriculum consists of four one-credit courses, which should be completed in the following sequence:<br><br>Year 1<br><br>Orientation to Culinary Arts (Course Code: 996002)<br>Orientation to Culinary Arts includes the foundation skills necessary in the food service industry. Content such as food safety and sanitation, equipment, safety, and security; culinary foundations and math; and an introduction to the hospitality industry are included in the course. Mastery of the competencies listed in the food safety and sanitation unit will assist in preparing students to take the National Restaurant Association's ServSafe exam to become ServSafe Food Safety certified.<br><br>Theory and Applications of Culinary Arts I<br>(Course Code: 996004)<br>Theory and Applications of Culinary Arts I emphasize the real-world, hands-on practice of food preparation. Food preparation techniques included in this course include breakfast foods, dairy, and sandwiches; fruits, vegetables, salads, garnishes; and potatoes and grains. This one-Carnegie unit course should only be taken after students successfully pass Orientation to Culinary Arts. |

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| Culinary Arts | Year 2<br><br>Theory and Applications of Culinary Arts II<br>(Course Code: 996005)<br>Theory and Applications of Culinary Arts II emphasizes the real-world, hands-on practice of food preparation. Food preparation techniques included in this course include desserts and baked goods, meat, poultry, seafood, stocks, sauces, and soups. This one-Carnegie unit course should only be taken after students successfully pass Theory and Applications of Culinary Arts.<br><br>Advanced Studies in Culinary Arts (Course Code: 996006)<br>Advanced Studies in Culinary Arts is a culminating course emphasizing an internship experience. While they participate in the on-the-job training, students will use skills related to management and business concepts, customer communication, and customer service. |
| Construction Trades | Year 1<br><br>Safety and Orientation to Construction<br>(Course Code: 993102)<br>Safety and Orientation to Construction includes an introduction to the field, fundamentals of construction safety, tools, math, blueprint reading, basic carpentry, electrical, masonry, and plumbing skills.<br><br>Introduction to Construction (Course Code: 993103)<br>Introduction to Construction emphasizes an overview of construction-related trades, such as carpentry, electrical wiring, masonry, and plumbing. This course gives students real-world, hands-on practice in these areas. This course should be taken only after students pass Safety and Orientation to Construction successfully.<br><br>Year 2<br><br>Theory and Application of Carpentry I<br>(Course Code: 993111)<br>Theory and Application of Carpentry I includes an in-depth study of basic safety, construction math, materials, and construction drawings used in the carpentry field. This one-Carnegie-unit course should only be taken after students successfully pass Construction Core. |

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| Construction Trades | Theory and Application of Carpentry II<br>(Course Code: 993112)<br>Theory and Application of Carpentry II includes an in-depth study of floor framing systems, wall, ceiling, roof framing, windows, doors, stairs, and construction essentials. This course also reinforces safety related to the construction industry. This one-Carnegie-unit course should only be taken after students successfully pass Theory and Application of Carpentry I. |
| Collision Repair | Fundamentals of Collision Repair (Course Code: 997102)<br>Fundamentals of Collision Repair contains information on safety, tool identification/use, employee information, collision estimating, paint mixing/matching, service specification and service information, measurement, personal/ business finance, introduction to steering and suspension systems, concepts of electronic/electrical systems, concepts of brake systems, introduction to heating/cooling systems, concepts of cooling systems, introduction to restraint systems, inspecting and analyzing body components, repairs to outer body panels, information on frame inspection and repair, unibody inspection and repair, and introductory welding/cutting applications.<br><br>Intermediate Painting and Refinishing<br>(Course Code: 997103)<br>The Intermediate Painting and Refinishing course contains information and skills for painting and refinishing operations and surface preparations.<br><br>Advanced Fundamentals of Collision Repair<br>(Course Code: 997104)<br>Advanced Fundamentals of Collision Repair contains information on safety, tool identification/use, employee information, collision estimating, paint mixing/matching, service specification and service information, measurement, personal and business skills, metal finishing and body filling, movable glass/hardware, advanced welding, unibody measurement and repair, fixed-glass procedures, and advanced welding/cutting applications.<br><br>Advanced Painting and Refinishing (Course Code: 997105)<br>The Advanced Painting and Refinishing course contains information and skills relating to mixing and matching paint, paint defects, causes and cures, and final detail practices. |

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| Business, Marketing, and Finance | This curriculum consists of four 1-credit courses to be completed in the following sequence:<br><br>Fundamentals of Business and Entrepreneurship (Course Code: 992404 )<br>This course introduces personal and professional preparation and business, marketing, and finance careers. Much of this course relates to leadership, ethics, entrepreneurship, personal finance, and basic economics. Students are introduced to various student organizations and other topics, including workplace safety, financial income, and decision-making. Participation in a student organization, field experiences, internships, and job shadowing is ongoing. Students will continue to develop skills to meet the requirements for the ESB credential.<br><br>Marketing (Course Code: 992403 )<br>Most hours in this course are spent mastering marketing fundamentals, market research, and analysis. Students will also spend time exploring careers in the business field while practicing the skills necessary for career readiness. Students will continue to develop skills toward meeting requirements for the ESB credential and heavily participate in student organizations, field experiences, internships, and job shadowing.<br><br>Management (Course Code: 992309 )<br>This course is a continuation of year one, and students will continue to develop educational, career, and professional plans in business. Most of this course includes topics related to human resource management, strategy, and operations management. Students will also discover how to make wise decisions about personal purchasing and financial institution choices. Students will continue to develop skills toward meeting requirements for the ESB credential and heavily participate in student organizations, field experiences, internships, and job shadowing. |

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| Business, Marketing, and Finance | Finance (Course Code: 992003)<br>The major topics of this course include financial and managerial accounting, budgets, and forecasting in finance. Students will develop financial statements and budgets and dive into the vast world of macroeconomics, personal risk management, and credit. Further exploration of employment opportunities in business will continue in this course. Students will continue to develop skills toward meeting requirements for the ESB credential and heavily participate in student organizations, field experiences, internships, and job shadowing |
| Health Science | Health Sciences is a pathway of courses for students in the Health Sciences career cluster. The Health Sciences pathway includes classroom and hands-on experiences that will provide students with an overview of the health-care field, as outlined according to the Health Science Cluster in the National Career Clusters Framework and the National Consortium on Health Science Education (NCHSE), as well as begin to prepare students for careers in occupations projected to have a high number of available jobs in the next 10 years, including careers in nursing services (registered nurse, nurse aide, practical nurse, home health aide), therapeutic services (sports medicine, athletic trainer, dietitian, respiratory therapy), diagnostic services (radiologist, phlebotomist, radiologic tech, sonographer, CT technology, medical lab technician), health informatics (health information technician, medical coder), veterinary services, medical services (optometrists, medical assistants), emergency services, rehabilitative services (physical therapy, occupational therapy, speech therapy) counselors, pharmacists, mental health services (psychologists). This program includes a minimum of 100 hours of clinical-type experience to be obtained by completion. It is recommended that these hours be spread out over the length of the program. This clinical-type experience can include tours of healthcare facilities, guest speakers, participation in health fairs or community service, laboratory practice, demonstration in the classroom, and observation or job shadowing experiences in medical facilities. |

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| Health Science | Year 1<br><br>Health Sciences Core I<br>The Health Sciences Core A course introduces students to the theory and practical applications of tasks related to employment in health science. Students will cover topics such as safety in the workplace, infection control, and healthcare systems. The course offers insight into careers in health care, the educational requirements, and the professional, legal, and ethical responsibilities involved.<br><br>Year 2<br><br>Health Sciences Core II<br>The Health Sciences Core B course continues to familiarize students with the theory and practical applications of the health science field. Topics covered include the vital organs of the human body and health maintenance practices. Students will explore careers in health care, the educational requirements, and the professional, legal, and ethical responsibilities involved.<br><br>Healthcare and Clinical Services I<br>The Health Specialties course helps the student understand specialty areas within the healthcare field. Students will be exposed to the theory and application related to careers within health care. This course covers emergency services, technical skills, and human growth and development. Also covered in this course are rehabilitative services, safety, and employability.<br><br>Healthcare and Clinical Services II<br>The Direct Care course will allow students to investigate direct care as a career choice. Students will be able to discover information about pharmacological diagnostic and therapeutic services. This course covers medical and nursing services, information technology, and health informatics.<br><br>Healthcare and Clinical Services II<br>The Direct Care course will allow students to investigate direct care as a career choice. Students will be able to discover information about pharmacological diagnostic and therapeutic services. This course covers medical and nursing services, information technology, and health informatics. |

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| Engineering and Robotics | Year 1<br><br><u>Engineering and Mechatronics Fundamentals / Industry Skills</u><br>This course teaches students the history of engineering and the careers associated with the field. The students will also learn the foundations and fundamentals of engineering and materials, the engineering design process, and the steps for successful design planning. Additionally, students are introduced to the advanced concepts of 3-D sketching and modeling with CAD software. The course introduces students to the field of robotics in engineering. It also focuses on several fields of engineering specialization.<br><br>Year 2<br><br><u>Engineering Manufacturing Concepts & Engineering Systems</u><br>This comprehensive course focuses on the following four systems: electrical, fluid, mechanical, and thermal. It also introduces students to flexible manufacturing systems or how robotics and drafting work together to create products. Additionally, the course teaches students advanced robotic concepts. Students will also learn valuable workforce readiness skills and prepare for jobs in the field of engineering. |
| Software Development | Ross Collins and C Spire have partnered to create a groundbreaking program that provides Mississippi students with vital computing skills, preparing them to enter the workforce or continue their tech education within a year of graduating high school. The Software Development Pathway prepares students for an exciting career as junior software developers, with starting salaries in Mississippi of over $50,000! This pathway consists of two high school courses and one year at a local community college, culminating in multiple industry certifications and an Associate's Degree in Applied Science. With the appropriate guidance, students could graduate from high school with up to 27 credit hours at their local community college. This would put them on track to graduate after only one year of community college and be ready to enter the workforce as a junior software developer. |

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| Software Development | Year 1 - Fall Semester<br><br>Web and Programming Concepts<br>This course introduces programming logic and website development. Students will gain hands-on experience developing computer programs and developing structured program logic. This course assumes no programming language experience but introduces students to programming concepts and enforces good style and logical thinking. Upon completing this course, students can create a website and post it online.<br><br>Year 1 - Spring Semester<br><br>Client-side Programming<br>This course is an introduction to Web site development and offers a comprehensive understanding of programming using JavaScript. The course provides a critical-thinking, problem-solving approach to prepare students to transcend point-and-click skills and take advantage of all that HTML5, CSS3, and JavaScript have to offer.<br><br>Year 2 - Fall Semester<br><br>Programming in Python<br>This course is designed to introduce programming concepts and data informatics using Python through lectures and a series of practical hands-on exercises.<br><br>Year 2 - Spring Semester<br><br>SQL Programming<br>This course offers students an extensive introduction to data server technology, covering concepts of relational databases and the structured query language (SQL). Students are taught to retrieve data and produce readable output. |

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| Sports Medicine | The Sports Medicine pathway is a curriculum that provides an educational option for students who have completed the Health Sciences Core (2 Carnegie credits). The Sports Medicine career pathway focuses on preventing and caring for sports injuries. Students will learn the importance of prevention, evaluation, acute treatment, and therapeutic care related to injuries in sports. Students will learn about the types of injuries that can occur and be introduced to the emergency services associated with injuries in sports. Additionally, students will focus on rehabilitation settings and techniques to help a patient recover from sports injuries. The program offers students the opportunity to examine different careers associated with sports medicine along with workplace and employability skills related to the sports medicine professions.<br><br>Two One-Carnegie Unit Courses<br>This curriculum consists of two one-credit courses, which should be completed in the following sequence after completing the core course, Health Sciences- Core (2 Carnegie units).<br><br><u>Sports Medicine: Theory and Application</u><br>(Course Code: 995202)<br>The Sports Medicine: Theory and Application I course provides a foundation for careers in sports medicine fields. An emphasis is placed on students learning about healthcare administration, the athletic and sports medicine team, medical emergencies, first aid, and CPR. The students will be introduced to sports equipment, protective gear, bandaging, wrapping, and taping techniques. Additional topics include therapeutic modalities, exercise in rehabilitation, and pharmacology in sports.<br><br><u>Sports Medicine: Theory and Application II</u><br>(Course Code: 995203)<br>The Sports Medicine: Theory and Application II course helps the student investigate medical aspects of sports medicine as a career choice. It covers injuries that may occur from different types of sports, including injuries to the head, spine, chest, abdomen, upper extremities, and lower extremities. This course also examines the skills necessary in emergency medical response. |

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| Career Pathways | Career Pathway Experience incorporates work-readiness preparation and classroom instruction related to a student's occupational interest. Topics of interest include career/personal assessment, business etiquette, job acquisition (resume, interviews), taxes, communication skills, and independent living (personal budget, housing, insurance, automobile purchase, consumer credit). In addition, CPE provides work-site learning for high school students with a clearly defined career objective. This flexible program allows the student to earn 1.0 credit based on documented hours as a student intern, school-based intern, apprenticeship, or paid work-based learning. This course is for seniors only. |
| Law and Public Safety | Year 1<br><br>Introduction to Law Enforcement (Course Code: 990103) This course is designed to provide students with the foundational principles of law enforcement, including the physical requirements for careers. Students will examine the roles and responsibilities of police, courts, corrections, and protective agencies of fire and emergency services. In addition, this course will cover the basic concepts of criminal and civil law and the interrelationship between the different branches of government and its agencies. Students will and explore the various branches of the military.<br><br>Principles of Law Enforcement (Course Code: 990104) This course emphasizes the legal responsibilities and challenges of patrol operations. The content covered in this course will include the various policing methods and the fundamental day-to-day operations such as report writing, routine incident and emergency response, and investigative practices. Students will learn the concepts of law related to citizens' rights, conflict resolution, ethics, citizen's emergency response training (CERT), and terrorism. |

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| Law and Public Safety | Year 2<br><br>Introduction to Emergency Medical Services<br>(Course Code:990105)<br>This course gives students an overview of the skills necessary for a fire and emergency medical services career. Students will examine the roles and responsibilities of firefighting and emergency management personnel. This course will introduce students to firefighter safety and development, including the rules and regulations, the proper use of personal protective equipment, and safety principles. Students will demonstrate the use of fire extinguishers, ground ladders, fire hoses, and water supply apparatus systems.<br><br>Principles of Emergency Medical Services<br>(Course Code: 990106)<br>This course will also introduce students to the concepts, knowledge, and skills needed for emergency medical care in patient care, ambulance operations, incident command, communications, and disaster preparedness. |
| Industrial Maintenance | Year 1<br><br>Fundamentals of Industrial Maintenance<br>(Course Code: 993002)<br>This course includes an introduction to the field and fundamentals of safety, math, and hand and power tools.<br><br>Application of Industrial Maintenance<br>(Course Code: 993003)<br>This course introduces blueprints, materials handling, orientation to the trade, tools of the trade, fasteners and anchors, oxy-fuel cutting, and craft-related mathematics. This course gives students real-world, hands-on practice in these areas.<br><br>Year 2<br><br>Theory of Industrial Maintenance (Course Code: 993012)<br>This course includes an in-depth study of the industrial maintenance profession, test equipment, gaskets and packing, pumps and pump drivers, valves, and machine lubrication. This course also reinforces safety related to the industrial maintenance industry. |

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| Industrial Maintenance | Advanced Skills of Industrial Maintenance<br>(Course Code: 99301)<br>This course includes an in-depth study of material handling and rigging, mobile and support equipment, electrical theory, conductor terminations and splices, and hydraulic and pneumatic systems. |