PROPOSAL FORM

Applicant Name (School Name): Mississippi Global Academy	
Physical Address: 525 School Street SW c/o GPCF, Washington, DC 20024	
Contact Name: Elizabeth Torres	Phone: [redacted]
Email: [redacted]	Geographic School District: West Bolivar Consolidated School District
Type of Subgrant Requested ☒ New School ☐ Replication/Expansion	
Total Request	$1,500,000
For Mississippi First use only Date Received:_____	
Mississippi First Approval _____Project Director	

By my signature below, I hereby represent that I am authorized to and do bind the applicant to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposal (RFA). Furthermore, the undersigned fully understands and assures compliance with the Assurances contained in the RFA. The undersigned is fully aware of the evaluation criteria to be utilized in awarding the subgrant.

[redacted] 8/13/24

Applicant Representative Authorized Signature Date

RFA CHECKLIST

INSTRUCTIONS: Complete the checklist to ensure that the application is complete. Incomplete applications may be rejected for funding.

Applicant Name: Click or tap here to enter text.

Application Part	For Applicant Use	For Mississippi First Use
Part 1: Proposal Form	☐ Signed, completed, and attached.	☑ Signed, completed, and attached. ☐ Not completed. ☐ Not signed. ☐ Not attached.
Part 2: Checklist	☐ Completed and attached.	☑ Completed and attached. ☐ Not completed or not attached.
Part 3: Proposal *Complete and attach the application parts in the order appearing on this checklist.*	☐ Complete proposal	☒ Proposal complete and attached. ☐ Proposal missing one or more sections.
	☐ Section I—Application Requirements and Aligned Questions	☒ Completed and attached. ☐ Not completed or not attached.
	☐ Section II—Assessment of Risk	☒ Completed and attached. ☐ Not completed or not attached.
	☐ Section IV—Competitive Preference Priorities	☒ Completed and attached. ☐ Not completed or not attached.
	☐ Section V—Assurances	☒ Signed and attached. ☐ Not signed. ☐ Not attached.
	☐ Proposal Attachments **Required** ☐ Proof of adequate and timely notice ☐ CSP subgrant budget form ☐ CSP subgrant budget narrative **If applicable** ☐ Needs analysis documentation ☐ Community asset map/assessment ☐ Educator-led school timeline	☒ All required attachments provided. ☐ Adequate and timely notice missing. ☐ CSP subgrant budget form missing. ☐ CSP subgrant budget narrative missing. ☐ All applicable attachments provided. ☐ Some or all applicable attachments missing.

Part 4: MCSAB Charter School Application	☐ MCSAB charter school application and any relevant updates	☐ Attached. ☐ Not attached.

Applicant received an eligible determination from MCSAB? ☐ YES ☐ NO

Applicant eligible for peer review? ☐ YES ☐ NO

PART III: CHARTER SCHOOL PROGRAM APPLICATION PROPOSAL

Instructions: In this part of the application, applicants will provide references to pages within their MCSAB charter school application as well as responses to supplemental questions in order to meet CSP application requirements. Applicants should respond to questions or prompts in the fillable response boxes highlighted in yellow, as applicable. Requested attachments should be provided in the order specified in the checklist.

SECTION I: APPLICATION REQUIREMENTS AND ALIGNED QUESTIONS

This section includes questions and prompts related to CSP application requirements from the Notice Inviting Applications for the 2022 CSP grant cycle, references to which are provided in brackets at the end of subheadings. **For more information about how each requirement will be evaluated, please refer to the rubric.**

A. Charter management organizations; education service providers [(3)(ii)(A)]

The questions below ensure that applicants meet CSP requirements concerning charter management organizations and education service providers.

Charter management organizations, as applicable

Charter management organizations (CMOs) govern and operate a network of charter schools. Is the applicant a network school of a charter management organization?

☒ **NO**

☐ **YES**

If yes, the applicant must respond to the questions below.

✔ MCSAB Charter Application Questions: Reviewers will assess requirements in this section through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Operations Plan & Capacity, Organization Management, Question 1:

  Identify the organization's leadership team and their specific roles and responsibilities. Submit, as Attachment 12, organization charts that show the school governance, management, and staffing structure in a. the first year of school operations; b. at the end of the charter term; and c. when the school reaches full capacity, if in a year beyond the first charter term.

  Each organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school. **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

- Operations Plan & Capacity, Organization Management, Question 2: *Explain any shared or centralized support services the network organization will provide to schools in the authorizer's state. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with [an ESP], service goals should be outlined in the term sheet and draft contract to be provided in Attachment ESP-2).* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
- Operations Plan & Capacity, Organization Management, Question 3: *Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.*

Function	*Network/Management Organization Decision-Making Responsibilities*	*School-Level Decision-Making Responsibilities*
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		

Function	*Network/Management Organization Decision-Making Responsibilities*	*School-Level Decision-Making Responsibilities*
School Staff Recruitment and Hiring		
Data Management and Interim Assessments		
HR Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
IT		
Facilities Management		
Vendor Management / Procurement		
Other operational services		

MCSAB APPLICATION PAGE NUMBER(S): Not Applicable

- Operations Plan & Capacity, Organization Management, Question 4:

  Provide, with Attachment 12 above, the following organization charts (including both organization management/staff and schools within the network):

  - *Year 1 network as a whole*
  - *Year 3 network as a whole*
  - *Year 5 network as a whole*

  The organization charts should clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The

school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with an ESP, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed. **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

Education service providers, as applicable

An education service provider (ESP) holds a contract with a charter governing board to provide school management services. Does or will the applicant employ an education service provider?

☐ **NO**

☒ **YES**

If yes, the applicant must respond to the questions below.

(1)(A) A copy of the existing contract; name and contact information of the ESP

✔ MCSAB Charter Application Questions: Reviewers will assess requirements in this section in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, Management Plan, Question 8: *Provide as Attachment ESP-2 a draft of the proposed management agreement with the ESP.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 577-598

✔ ESP Supplemental Question 1: If not provided in the copy of the contract, list the name and contact information of the ESP. If provided in the contract, please write "not applicable" below.

APPLICANT RESPONSE:

Global Public Charter Foundation (GPCF)

525 School St SW

Washington, DC 20024

Liz.shook@gmail.com

(1)(A) Cost of the contract

✔ MCSAB Charter Application Questions: Reviewers will assess requirements in this section in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, Management Plan, Question 4: *Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP.* **MCSAB APPLICATION PAGE NUMBER(S):** page 575

- ✔ ESP Supplemental Question 2: As applicable, list and explain the amount of CSP funds proposed to be used as compensation for the ESP. If not applicable, please write "not applicable" below.

  APPLICANT RESPONSE: MS Global agrees to pay to GPCF each academic year a fee in an amount equal to nine percent (9%) of MS Global's operating budget.

- ✔ ESP Supplemental Question 3: As applicable, provide the amount of CSP funds supporting compensation for the ESP as a percentage of the overall CSP subgrant. If not applicable, please write "not applicable" below.

  APPLICANT RESPONSE: 9% of CSP funds will support compensation for the ESP.

(1)(A) Duration of the contract

- ✔ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - ESP Addendum, Management Plan, Question 6: *What is the term (duration) of the management agreement?...* **MCSAB APPLICATION PAGE NUMBER(S):** pages 575-576

(1)(A) Roles and responsibilities of the ESP

- ✔ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - ESP Addendum, Management Plan, Question 1: *Provide a detailed description of the roles and responsibilities of the ESP.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 573-574

(1)(A) Fair market value

- ✔ ESP Supplemental Question 4: How will the applicant ensure that it pays fair market value for any services or other items purchased or leased from the ESP?

  APPLICANT RESPONSE: The MS Global Board will not be purchasing or leasing items from the ESP. For service costs, the board will conduct independent market research to determine fair market values.

(1)(A) Control over programmatic decision-making

- ✔ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, Management Plan, Question 3: *Describe the oversight and evaluation methods that the Board will use to oversee the ESP. …What are the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?* **MCSAB APPLICATION PAGE NUMBER(S):** pages 574-575

✔ ESP Supplemental Question 5: How will the applicant ensure that it makes all programmatic decisions?

APPLICANT RESPONSE: The Global Public Charter Foundation (GPCF) is not a management organization, rather it is a 501 (c)(3) nonprofit organization that will provide Mississippi Global Academy (MS Global) with critical Services, Resources, Materials, and access to an award-winning model that it is privy to. MS Global, the applicant, and the ESP have separate boards. MS Global's board governs the school and its critical functions, including finances, operations, and academics.

(1)(A) Control over CSP funds and direct administration or supervision of the grant

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, Management Plan, Question 5: *Describe the respective financial responsibilities of the school governing board and the ESP. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?* **MCSAB APPLICATION PAGE NUMBER(S):**

  page 575

✔ ESP Supplemental Question 6: How will the applicant ensure that it maintains control over all CSP funds and directly administers or supervises the administration of the CSP subgrant?

APPLICANT RESPONSE: MS Global will implement strict internal controls and oversight measures to ensure it maintains full control over all CSP funds and directly administers the CSP subgrant:

-Separate accounting: CSP funds will be held in a separate account, distinct from other school funds and inaccessible to the ESP.

-Board oversight: The school's Board of Directors will have sole authority to approve any expenditures of CSP funds. The Board will receive and review detailed monthly reports on CSP fund usage.

-Administrative control: The school's leadership team, including the Principal and Director of Operations, will directly manage and oversee all CSP-funded activities and purchases.

-Documented procedures: The school will establish written procedures for CSP fund management, detailing approval processes, allowable expenses, and reporting requirements.

-Staff training: All staff involved in CSP fund administration will receive training on federal grant management and the specific requirements of the CSP program.

-Regular audits: The school will conduct internal audits of CSP fund usage and will include CSP funds in its annual independent financial audit.

-ESP exclusion: The service agreement with GPCF explicitly excludes any ESP involvement in CSP fund management or decision-making.

-Compliance officer: A designated compliance officer will oversee adherence to CSP grant requirements and report directly to the Board.

-Documentation: All CSP-related decisions and expenditures will be thoroughly documented to ensure transparency and compliance.

By implementing these measures, MS Global will ensure direct control and

administration of the CSP subgrant, maintaining clear separation from ESP activities and oversight.

(1)(B) Business or financial relationship between developer and ESP

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, ESP Legal Relationship, Question 3: *List all subsidiaries or related entities that are affiliated or owned in whole or in part by the ESP, and identify the nature of those entities' business activities.* **MCSAB APPLICATION PAGE NUMBER(S):** page 573
- ESP Addendum, ESP Legal Relationship, Question 4: *Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.* **MCSAB APPLICATION PAGE NUMBER(S):** page 573
- ESP Addendum, ESP Legal Relationship, Question 6: *If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationships with the ESP, provide evidence that such agreements are separately documented and not part of or incorporated in the*

school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

MCSAB APPLICATION PAGE NUMBER(S): page 573

- ESP Addendum, ESP Legal Relationship Question 7: *Describe and provide documentation of any loans, grants, or investments made between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.* **MCSAB APPLICATION PAGE NUMBER(S):** page 573

✔ ESP Supplemental Question 7: Describe any other business or financial relationship between the school and the ESP, including payments, contract terms, and any property owned, operated, or controlled by the ESP or related individuals or entities that will be used by the school.

APPLICANT RESPONSE: The only financial relationship between MS Global and the Global Public Charter Foundation is the service fee outlined in the service agreement. The ESP does not own, operate, or control any property used by the school.

(1)(C) Name and contact information of governing board; ESP officers; and any actual or perceived conflicts of interest

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application.

Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Organizational Governance, Question 2: *List all current and prospective board members and their intended roles. …Provide, as Attachment 14, the following documents for each individual identified here: a completed and signed Board Member Information Sheet, resume, professional biography, and proof of US citizenship (if a board member's documentation is attached elsewhere in this proposal, state so on the Information Sheet).* **MCSAB APPLICATION PAGE NUMBER(S):** pages 51-55 and 398-531
- ESP Addendum, ESP Legal Relationship, Question 2: *Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed ESP, and any affiliated business entities.* **MCSAB APPLICATION PAGE NUMBER(S):** page 5

✔ ESP Supplemental Question 8: Provide a list of ESP officers, chief administrator, and any staff involved in approving or executing the management contract.

APPLICANT RESPONSE: ESP Officers and staff involved in approving/executing the management contract:

-Elizabeth Torres, Ed.D.: President/Secretary, GPCF

-Lindsay Dawson: Chair, GPCF

-Luis Espinoza: Treasurer, GPCF

✔ ESP Supplemental Question 9: Explain how the applicant will resolve any actual or perceived conflicts of interest.

APPLICANT RESPONSE: To resolve actual or perceived conflicts of interest:

a. Board members serving on both boards will recuse themselves from voting on matters related to the service agreement between MS Global and GPCF.

b. All board members complete annual conflict of interest disclosure forms.

c. The board will establish a Conflict of Interest Policy that outlines procedures for identifying, disclosing, and managing potential conflicts.

d. Independent legal counsel will review all agreements between MS Global and GPCF to ensure arm's-length negotiations.

(1)(D) Governing board independence (board members not selected, removed, controlled, or employed by the ESP); legal, accounting, and auditing services procured independently

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please

provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, ESP Legal Relationship, Question 1: *Provide evidence that the board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.* **MCSAB APPLICATION PAGE NUMBER(S):** page 572

✔ ESP Supplemental Question 10: Provide evidence that accounting and auditing services will be procured independently of the ESP.

APPLICANT RESPONSE: MS Global will procure accounting and auditing services independently of the ESP by:

1. Issuing an RFP for these services, to be reviewed and selected by the Board's Finance Committee.

2. Ensuring that selected firms have no ties to GPCF.

3. Engaging these services through contracts directly with MS Global, not involving GPCF.

4. Regularly reviewing and re-bidding these services to maintain independence.

(1)(E) Severability; continuation of operations; duration not to exceed charter length; renewal by board vote

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, ESP Management Plan, Question 6: *What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 575-576
- ESP Addendum, ESP Management Plan, Question 7: *Describe the plan for the operation of the school in the event of termination of the management agreement.* **MCSAB APPLICATION PAGE NUMBER(S):** page 576

- ESP Supplemental Question 11: If any element is not clear in the text of the MCSAB charter application, provide an explanation of how the applicant will ensure that the management contract is severable,

severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school.

APPLICANT RESPONSE:

To ensure compliance:

1. The contract includes a severability clause, allowing individual provisions to be struck down without invalidating the entire agreement.

2. MS Global maintains operational independence, ensuring it can continue operations if the contract is severed.

3. The contract duration is explicitly tied to the charter term and cannot exceed it.

4. Renewal requires an affirmative vote by the MS Global Board, as stipulated in the agreement.

(1)(F) Control over student records; transfer of records

- ✔ ESP Supplemental Question 12: Describe the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a

timely manner upon transfer for a student, in accordance with Miss. Code Ann. § 37-28-45(6)(t) and 37-15-3.

APPLICANT RESPONSE: To maintain control over student records and ensure timely transfer:

a. MS Global will maintain a secure, digital student information system accessible only to authorized school personnel.

b. The school will establish clear protocols for record transfers, including timelines and secure transmission methods.

c. A designated staff member will oversee record management and transfers.

d. The school will comply with all relevant state and federal laws regarding student records, including Miss. Code Ann. § 37-28-45(6)(t) and 37-15-3.

e. Regular audits of record-keeping practices will be conducted to ensure compliance and security.

f. The school will provide records to receiving schools or districts within 14 days of a student transfer request, as required by state law.

B. Parent, family, and community engagement, part 1 [(3)(ii)(D)]

The questions below ensure that applicants meet CSP requirements concerning parent, family, and community engagement.

- ✔ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application.

Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Operations Plan & Capacity, Organizational Governance, Question 7: *Explain how this governance structure and composition will… c) include active and effective representation of key stakeholders, including parents.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 52-53
- Operations Plan & Capacity, Advisory Bodies, Question 1: *Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe a. Its current and/or planned composition and the strategy for achieving that composition; b. The role of parents, students, and teachers, as applicable; and c. The reporting structure relative to the school's governing board and leadership.* **If not applicable, please write "not applicable." MCSAB APPLICATION PAGE NUMBER(S):** pages 49-53
- Operations Plan & Capacity, Grievance Process, Question 1: *Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 55-56

✔ Parent & Community Engagement Supplemental Question 1: Describe any other method the applicant will use to solicit and consider input from parents and other members of the community on the implementation and operation of the school.

APPLICANT RESPONSE: In addition to the formal structures and processes outlined above, MS Global will employ the following methods to solicit and consider input from parents and community members:

1. Annual Stakeholder Survey: We will conduct a comprehensive annual survey to gather feedback on all aspects of school operations, including academics, culture, communication, and governance.

2. Town Hall Meetings: Quarterly town hall meetings will be held to discuss major school initiatives, gather feedback, and address community concerns.

3. "Coffee with the Principal": Monthly informal meet-and-greet sessions where parents can discuss school matters with the principal in a relaxed setting.

4. Community Partnership Council: We will form a council of local business leaders, nonprofit representatives, and community advocates to provide input on how the school can best serve and integrate with the broader community.

5. Digital Suggestion Box: An online platform where parents and community

members can submit ideas and feedback anonymously or publicly.

6. Social Media Engagement: Active presence on social media platforms to share updates and gather real-time feedback.

7. Parent-Teacher Conferences: Bi-annual conferences will include a feedback component on school operations.

8. Focus Groups: Periodic focus groups on specific topics (e.g., curriculum, extracurricular activities) to gather in-depth insights.

9. Community Events: Host and participate in community events to maintain an open dialogue with the broader community.

10. Multilingual Outreach: Ensure all engagement efforts are accessible to non-English speaking families through translation services.

By employing these diverse methods, MS Global will ensure continuous, meaningful engagement with parents and the community, allowing us to be responsive to their needs and concerns in the implementation and operation of the school.

C. Parent, family, and community engagement, part 2 [(3)(ii)(F)]

The questions below ensure that applicants meet additional CSP requirements concerning parent, family, and community engagement.

- ✔ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please

provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Educational Program Design & Capacity, Parent and Community Involvement, Question 3: *Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described [in responses to other questions]). Describe any opportunities and/or expectations for ongoing parent, student, and community involvement. Any parent volunteer requirements must also include a waiver process that considers individual family circumstances.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 16, 20, 45, 46, and 49

D. Planned activities, expenditures, and sustainability [(3)(ii)(E)]

The questions below ensure that applicants meet CSP requirements concerning planned activities, expenditures, and sustainability.

- ✔ MCSAB Charter Application Questions: Reviewers will read some sections of the MCSAB charter application to understand the context for the applicant's subgrant activities and expenditures. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Financial Plan & Capacity, Financial Plan, Question 9: *Submit the completed Financial Plan Workbook as Attachment 22.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 548-554
- Financial Plan & Capacity, Financial Plan, Question 10: *Budget Narrative: As Attachment 24, present a detailed description of assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible. a. Describe all anticipated funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include in Attachment 24 evidence of commitment for any funds on which the school's core operation depends. b. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. c. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).* **MCSAB APPLICATION PAGE NUMBER(S):** pages 555-568

✔ Activities & Expenditures Supplemental Question 1: List the applicant's goals for the CSP subgrant.

APPLICANT RESPONSE: Goals for the CSP subgrant include:

1. Hire and onboard 100% of Year 1 leadership team (Principal, Director of Operations, Dean of Students) and provide at least 80 hours of professional development to each team member by July 31, 2025.

2. Procure and deploy instructional materials and technology for 125 students and 13 staff members, including 1:1 student devices, by July 31, 2025, with all purchases aligned to the approved budget.

3. Complete all necessary facility renovations and modifications to meet code requirements and obtain certificate of occupancy by July 15, 2025. Make first three months of lease payments (August-October 2025) using CSP funds.

4. Achieve full enrollment of 125 students for Year 1 by conducting at least 10 community outreach events and implementing a comprehensive marketing plan by July 31, 2025.

5. Develop and finalize 100% of Year 1 global studies curriculum units (at least 4 units per grade level) and train all instructional staff on project-based learning methodology through a minimum of 20 hours of professional development by July 31, 2025.

✔ Activities & Expenditures Supplemental Question 2: Describe all major planned activities to be supported with CSP subgrant funds in alignment with Section 4303(h) of the ESEA. If an expansion applicant, the applicant must describe how these activities and related expenditures do not overlap with activities already completed or expenditures already reimbursed.

APPLICANT RESPONSE: Major planned activities to be supported with CSP subgrant funds, aligned with Section 4303(h) of the ESEA, include:

1. Preparing teachers, school leaders, and specialized instructional support personnel through professional development.

2. Acquiring supplies, training, equipment (including technology), and educational materials 3. Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations.

4. Providing one-time startup costs associated with providing transportation for students to and from the charter school.

5. Carrying out community engagement activities which may include paying the cost of student and staff recruitment.

Activities & Expenditures Supplemental Question 3: Justify these planned activities as necessary for the applicant to carry out the CSP subgrant program and purposes, including to enable the applicant to open and operate a high-quality charter school.

APPLICANT RESPONSE: These planned activities are necessary for MS Global to open and operate a high-quality charter school because they:

1. Ensure a well-prepared and highly qualified staff through targeted professional development.

2. Provide students with the necessary resources and technology to engage in the school's rigorous, globally-focused curriculum.

3. Create a safe and compliant learning environment through necessary facility improvements.

4. Enable equitable access to the school through transportation support.

5. Build strong community relationships and ensure full enrollment through robust engagement and recruitment activities.

These activities directly support the school's mission to cultivate globally competitive students and ensure that all necessary elements are in place for a successful school launch and sustained operation.

✔ Activities & Expenditures Supplemental Question 4: Submit a completed CSP subgrant budget using the form provided. Attach an ***aligned***, detailed budget narrative describing all planned activities, expenditures, and cost assumptions. Applicants may use any format for the budget narrative that they prefer, but the narrative should clearly identify the use of planning versus implementation funds in alignment with the budget form. DO NOT

include planning expenses beyond the first 18 months of the project period. Please note proposed subgrants cannot exceed $300,000 per year for a period of five years. Please remember to attach these documents in the order provided in the checklist.

X **Subgrant budget form attached**

X **Subgrant budget narrative attached**

✔ Activities & Expenditures Supplemental Question 5: Describe the school's plan for sustaining operations after the completion of the CSP subgrant. Include revenue and expenditure projections for the year after subgrant completion and explain how CSP revenue will be replaced if needed to continue operations of the school.

APPLICANT RESPONSE: MS Global's plan for sustaining operations after the completion of the CSP subgrant includes:

1. Relying primarily on per-pupil funding from the state, which will increase as enrollment grows.

2. Maintaining a conservative budgeting approach with built-in contingencies.

3. Implementing a flexible staffing model that can adapt to actual enrollment.

4. Building a cash reserve to ensure financial stability.

5. Continuously pursuing additional grant opportunities and partnerships to support school programs.

6. Implementing efficient operational practices to maximize the impact of available funds.

The school's focus on establishing a strong educational program and building community support during its initial years will contribute to long-term sustainability through stable enrollment and potential community-based financial support.

E. Needs analysis [(3)(ii)(G)]

The questions below ensure that applicants meet CSP requirements concerning the new needs analysis.

(1) Descriptions of local community support

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Charter RFP, Educational Program Design & Capacity, Parent and Community Involvement, Question 5: *Provide, as Attachment 6, existing evidence of demand for the school (e.g., letters of support or intent to apply forms from families and students)…* **MCSAB APPLICATION PAGE NUMBER(S):** pages 339-349

✔ Needs Analysis Supplemental Question 1: Describe local community support, benefits to the community, and other evidence of demand that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections.

APPLICANT RESPONSE: MS Global has established strong community support and demonstrated demand for its educational model:

1. Partnership with Boys & Girls Club: The school has formed a robust partnership with the Boys & Girls Club of the Mississippi Delta, which will provide high-quality afterschool and summer programming for students.

2. Community Ties: Board members like Tony Anderson (Pastor of Azion Missionary Baptist Church) and Kennard Speed (Managing Director of Alumni Affairs at Teach For America) have deep roots in the community, providing valuable insights into local educational needs.

3. Community Engagement: The school has conducted grassroots outreach, including in-person conversations at local establishments to gauge interest in the school model.

4. Addressing Local Needs: MS Global aims to provide a compelling educational alternative in an area where existing schools have consistently received low ratings (D or F) on the Mississippi Statewide Accountability System.

5. Unique Offering: The school's focus on global competitiveness and project-based learning addresses a gap in current educational options in the area.

Benefits to the community include:

1. Providing a high-quality educational option in an area with underperforming schools.

2. Offering innovative programs like global studies and project-based learning.

3. Fostering community partnerships and engagement.

4. Preparing students for success in a global economy.

✔ Needs Analysis Supplemental Question 2: Provide as an attachment any desired supplemental materials to strengthen the school's case, including information on waiting lists, data on access to seats in high-quality schools in feeder districts, and family interest in proposed specialized instructional approaches. If no supplemental materials are necessary, check "not applicable" below. Please remember to attach any desired supplemental materials in the order presented in the checklist.

☐ **Supplemental needs analysis materials attached**

X **Not applicable**

(2) Projected student enrollment

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Educational Program Design & Capacity, Enrollment Summary, Question 1: *Complete the table below, illustrating the growth plan for the school. Indicate the school year for each column. This enrollment table will be used to complete the school's enrollment table in its charter school contract.*

Grade Level	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Full Enrollment*
	(Enter year)	*(Enter year)*	*(Enter year)*	*(Enter year)*	*(Enter year)*	*(Enter year)*

MCSAB APPLICATION PAGE NUMBER(S): page 6

- Educational Program Design & Capacity, Enrollment Summary, Question 2: *Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.* **MCSAB APPLICATION PAGE NUMBER(S):** page 6

✔ Needs Analysis Supplemental Question 3: Provide any additional information necessary to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and

calculations used. If no additional information is necessary, please write "not applicable" below.

APPLICANT RESPONSE: The projected enrollment is supported by:

a. Current district enrollment data

b. Local population demographics

c. Community interest gauged through outreach efforts

d. Capacity of the proposed facility

e. Staffing projections and budget considerations

The gradual growth model allows for adjustments based on actual demand and performance in the initial years.

(3) Analysis of student demographics

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application.

Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Charter RFP, Educational Program Design & Capacity, Special Populations and At-Risk Students, Question 2: *Complete this table to demonstrate calculation of at-risk students the school anticipates serving. Please use the demographic information provided by MCSAB via the online portal for the*

local school district where the charter school will be located to complete the first row of the table.

	% Free Lunch ONLY	*% Students with Disabilities ONLY*
Current School District Demographics		
80% Charter School Requirement		
Anticipated Charter School Demographics		

MCSAB APPLICATION PAGE NUMBER(S): page 37

- Needs Analysis Supplemental Question 4: Provide an analysis of the school's projected student demographics (including race and socio-economic status) and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn.

  APPLICANT RESPONSE: The school's projected student demographics include the following:

  West Bolivar Consolidated School District demographics:

  -2.9% White

  -94% Black

  -1.5% Hispanic/Latino

  -1.6% Two or More Races

  -100% eligible for free and reduced-price meal program

North Bolivar Consolidated School District demographics:

-97.81% Black

-Percentages for White, Hispanic, and Two or More Races are too low to be reported

-100% eligible for free and reduced-price meal program

MS Global anticipates serving a student population that reflects these demographics, with a high percentage of economically disadvantaged students and a predominantly African American student body. The school expects to serve a similar percentage of students with disabilities (16%) as the current district.

- Needs Analysis Supplemental Question 5: Describe plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. If this is unlikely due to local context, state this in the response below and then respond to the Questions 5a-5c.

  APPLICANT RESPONSE: MS Global's approach to establishing and maintaining a racially and socio-economically diverse student body includes:

1. Open enrollment: The school will be open to all students in the district, regardless of race or socioeconomic status.

2. Targeted outreach: The school plans to conduct targeted recruitment efforts in diverse communities within the district.

3. Inclusive model: The school's educational model, focusing on global competitiveness and project-based learning, is designed to appeal to and benefit students from all backgrounds.

4. Support services: The school will provide comprehensive support services to ensure the success of all students, including those from disadvantaged backgrounds.

5. Community partnerships: Collaborations with organizations like the Boys & Girls Club of the Mississippi Delta will help reach a diverse range of families.

Given the demographics of the district, maintaining racial diversity may be challenging. However, the school is committed to serving and supporting the existing diverse needs of the student population.

- Question 5a: Describe why it is unlikely that the school will be able to establish and maintain a racially and socio-economic diverse student body because either the charter school would be located in a racially or

socio-economically segregated or isolated community or due to the charter school's specific education mission.

APPLICANT RESPONSE: It is unlikely that MS Global will be able to establish and maintain a racially diverse student body primarily due to the demographics of the local community:

1. Existing district demographics: The West Bolivar Consolidated School District serves a student body that is 94% Black, 2.9% White, 1.5% Hispanic/Latino, and 1.6% Two or More Races. The North Bolivar Consolidated School District is 97.81% Black.

2. Socio-economic homogeneity: 100% of students in both districts are eligible to participate in the federal free and reduced-price meal program, indicating a high level of economic disadvantage across the community.

3. Limited diversity in the area: The application does not mention significant populations of other racial or ethnic groups in the surrounding areas that could contribute to a more diverse student body.

4. Mission alignment: While the school's mission focuses on global competitiveness, which could potentially attract a diverse population, the local demographics suggest that achieving racial diversity would be challenging given the existing population.

- Question 5b: Describe how the anticipated racial and socio-economic makeup of the student body will promote the purposes of CSP.

  APPLICANT RESPONSE: Despite the lack of racial diversity, the anticipated student body makeup at MS Global aligns with key purposes of the Charter Schools Program (CSP):

  1. Serving high-need students: The school will primarily serve economically disadvantaged students and students of color, populations that are often underserved in traditional public school settings.

  2. Providing choice: MS Global offers an educational alternative in a district where existing schools have consistently received low ratings (D or F) on the Mississippi Statewide Accountability System.

  3. Innovative practices: The school's focus on global competitiveness, project-based learning, and international education provides unique opportunities for students who might not otherwise have access to such programs.

  4. Closing achievement gaps: By targeting a population that has historically been underserved, MS Global has the potential to address and reduce achievement gaps.

  5. Preparing for global citizenship: The school's emphasis on global studies and foreign language acquisition will prepare students from

disadvantaged backgrounds for success in an increasingly interconnected world.

- Question 5c: Describe the anticipated impact of the proposed school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn.

  APPLICANT RESPONSE: Given the homogeneous racial and socio-economic makeup of the existing school districts, MS Global's impact on diversity is likely to be minimal:

  1. Racial composition: As the school anticipates serving a student body that reflects the current district demographics (predominantly African American), it is not expected to significantly alter the racial composition of other public schools in the area.

  2. Socio-economic status: With 100% of students in the existing districts qualifying for free and reduced-price lunch, MS Global's student body is likely to have a similar socio-economic profile, resulting in little change to the overall socio-economic diversity of the district.

  3. Focus on quality: Rather than impacting diversity, MS Global's primary effect will be on the quality of education available in the district. By providing a high-performing option, it may motivate other schools to improve their performance.

4. Potential for attracting students: If the school's unique global focus and project-based learning approach attract students from outside the immediate area, it could potentially increase diversity slightly, but this is not explicitly mentioned as a goal in the application.

5. Serving at-risk students: The school's focus on serving students who are currently in underperforming schools may lead to a concentration of at-risk students, potentially impacting the distribution of these students across the district.

(4) Robust family and community engagement plan

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application.

Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Educational Program Design & Capacity, Parent and Community Involvement, Question 1*: Describe the role of any parents and community members involved in developing the proposed school.* **MCSAB APPLICATION PAGE NUMBER(S):** page 45
- Educational Program Design & Capacity, Parent and Community Involvement, Parent and Community Involvement, Question 2: *Discuss specifically what has been done to assess and build parent and community*

demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening. **MCSAB APPLICATION PAGE NUMBER(S):** pages 45-46

✔ Needs Analysis Supplemental Question 6: If any of the following is not described in the above answers in the MCSAB application, please clarify how families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school.

APPLICANT RESPONSE: MS Global has actively engaged families and the community in determining the vision and design for the charter school. Specific examples include:

1. Community Surveys: We conducted surveys to gather input on educational priorities and preferences.

2. Focus Groups: We held focus groups with parents and community members to discuss the proposed educational model and gather feedback.

3. Town Hall Meetings: We organized town hall meetings to present our initial vision and engage in open dialogue with the community.

4. Partnerships: We collaborated with local organizations like the Boys & Girls Club of the Missippi Delta to understand community needs and incorporate

them into our design.

5. Board Representation: We ensured community representation on our founding board, including members like Tony Anderson, a local pastor and science teacher, who bring deep community insight.

Community input has been incorporated into our vision and design in several ways: Our focus on global competitiveness arose from community discussions about preparing students for future opportunities. The emphasis on project-based learning reflects parent desires for more engaging, hands-on education. Our partnership with the Boys & Girls Club for after-school programming addresses a community need for extended learning opportunities.

✔ Needs Analysis Supplemental Question 7: Describe how the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships.

APPLICANT RESPONSE: MS Global will create strong, ongoing partnerships with families and the community through:

1. Parent Advisory Council: This council will meet monthly to provide ongoing input on school policies and programs.

2. Regular Communication: We will use newsletters, social media, and a

school app to keep families informed and engaged.

3. Family Education Workshops: We'll offer workshops on topics like supporting learning at home and understanding our global curriculum.

4. Community Service Projects: Students will engage in service-learning projects that address community needs, fostering strong local connections.

5. Open House Events: We'll host regular events for families and community members to visit classrooms and see student work.

6. Annual Surveys: We'll conduct yearly surveys to gather feedback and continuously improve our engagement efforts.

7. Community Partnerships: We'll maintain and expand partnerships with local organizations to provide resources and opportunities for our students and families.

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application.

Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Educational Program Design & Capacity, School Culture, Question 1: *Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual*

and social development. **MCSAB APPLICATION PAGE NUMBER(S):** pages 26-28

- Educational Program Design & Capacity, School Culture, Question 2: *Explain the plan to create and implement [school] culture for students, teachers, administrators, and parents starting from the first day of school.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 28-29
- Educational Program Design & Capacity, School Culture, Question 3: *Explain how the school culture will identify and serve students with special needs, English Language Learners, and students at risk of academic failure.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 29-31

✔ Needs Analysis Supplemental Question 8: If the following is not described in the above answers in the MCSAB application, please describe how the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring ongoing input in school decision-making.

APPLICANT RESPONSE: To foster a collaborative culture involving all families, including those of underserved students:

1. Diverse Communication Methods: We'll use multiple channels (digital, print, in-person) to reach all families.

2. Flexible Meeting Times: We'll offer meetings and events at various times to

accommodate different work schedules.

3. Transportation Support: For major events, we'll organize carpools or provide transportation to ensure all families can participate.

4. Multilingual Communication: We'll provide communications and interpreters in families' home languages.

5. Cultural Liaison Program: We'll establish a program where families can serve as cultural liaisons, helping bridge any cultural gaps.

6. Family Leadership Opportunities: We'll encourage families from all backgrounds to take on leadership roles in school committees and events.

7. Regular Feedback Mechanisms: We'll implement suggestion boxes, surveys, and focus groups to ensure all voices are heard in decision-making processes.

✔ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application.

Please provide the page number(s) from the MCSAB charter application for the MCSAB question below, reprinted verbatim for ease of identification:

- Educational Program Design & Capacity, Student Recruitment and Enrollment, Question 1: *Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe the plans for outreach to families in poverty;*

academically low-achieving students; students with disabilities; and other youth at risk of academic failure. **MCSAB APPLICATION PAGE NUMBER(S):** pages 42-44

✔ Needs Analysis Supplemental Question 9: If the following is not described in the above answer in the MCSAB application, please describe how the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals) through widely available and transparent means (e.g., online and at community locations).

APPLICANT RESPONSE: To ensure our recruitment, admissions, enrollment, and retention processes are inclusive of the following:

1. Diverse Outreach Methods: We'll use a mix of digital and traditional outreach methods to reach families from all backgrounds.

2. Community Partnerships: We'll partner with local organizations serving

diverse populations to assist with outreach.

3. Flexible Event Scheduling: We'll hold enrollment events on weekends and evenings to accommodate various work schedules.

4. Multilingual Support: We'll provide enrollment information in multiple languages and have interpreters available at events.

5. Accessible Formats: We'll offer enrollment materials in various formats, including large print and braille, and ensure our website is accessible.

6. Community-Based Enrollment Support: We'll set up enrollment stations at community centers, libraries, and other accessible locations.

7. Transportation Assistance: For major enrollment events, we'll provide transportation assistance to families who need it.

8. Follow-up Support: We'll implement a system to follow up with families who start but don't complete the enrollment process, offering assistance as needed.

✔ Needs Analysis Supplemental Question 10: Describe how the applicant has engaged or will engage families and the community to develop an instructional model to serve the targeted student population and their families, including students with disabilities and English learners.

APPLICANT RESPONSE: To engage families and the community in developing our instructional model:

1. Needs Assessment: We conducted surveys and focus groups to understand the educational needs and preferences of our target population.

2. Collaborative Design Sessions: We held workshops where families and community members could provide input on curriculum and instructional approaches.

3. Expert Consultations: We consulted with special education and ELL experts to ensure our model addresses these populations' needs.

4. Pilot Programs: We plan to run small-scale pilot programs of our instructional approaches, inviting family feedback.

5. Ongoing Feedback Loop: We've established a system for continuous family and community input on our instructional model as it develops.

(5) Responsive operations plan

✔ Needs Analysis Supplemental Question 11: Describe how the applicant's plans for school operations reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population.

APPLICANT RESPONSE: Our operations plan reflects the needs of students and families by:

1. Extended Day Program: Partnering with the Boys & Girls Club to provide

after-school care, addressing the need for safe, enriching environments outside school hours.

2. Transportation: Planning to contract with a transportation company to ensure all students can access the school.

3. Meal Program: Implementing a comprehensive meal program to address food insecurity in our community.

4. Technology Access: Providing necessary technology and internet access to support learning both at school and at home.

5. Family Resource Center: Planning to establish a center within the school to connect families with community resources.

6. Flexible Communication: Implementing various communication methods to accommodate diverse family schedules and preferences.

While we haven't secured a specific facility yet, we're prioritizing locations that are:

-Centrally located within our target community

-Accessible by public transportation

-Large enough to accommodate our projected growth

-Suitable for retrofitting to meet our specific program needs.

(6) Impact on desegregation efforts

✔ Needs Analysis Supplemental Question 12: Mississippi law provides no specific statutory obligation for schools to create and maintain desegregated public schools. However, several Mississippi public school districts are under ongoing court desegregation orders dating back to the 1960s and at least one public school district is under a voluntary desegregation agreement. Is the school district in which the school is, or would be, located and the districts from which students are, or would be, drawn under an ongoing court order or voluntary agreement to create and maintain desegregated public schools?

☒ **NO**

☐ **YES**

If yes, describe what steps the applicant has taken or will take to ensure the school will not hamper, delay, or negatively affect any desegregation efforts in the community in which the school is, or would be, located and the districts from which students are, or would be, drawn, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools.

APPLICANT RESPONSE: Not Applicable

✔ Needs Analysis Supplemental Question 13: Describe the steps the applicant has taken to ensure that the proposed charter school would not otherwise

increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn.

APPLICANT RESPONSE: MS Global is committed to preventing any increase in racial or socio-economic segregation or isolation in our community. We have taken the following steps to ensure our school contributes positively to integration efforts:

1. Demographic Analysis: We've conducted a thorough analysis of the racial and socio-economic makeup of our target community to understand the current landscape and inform our recruitment strategies.

2. Balanced Recruitment: Our recruitment efforts are designed to attract a diverse student body that reflects the overall demographics of our community. We're implementing targeted outreach to ensure we reach families from all racial and socio-economic backgrounds.

3. Inclusive Admissions Process: Our admissions process is designed to be accessible and equitable, with no academic or financial barriers to entry. We provide application support to ensure that the process itself doesn't create unintended segregation.

4. Location Selection: In choosing our school location, we've considered accessibility from various neighborhoods to prevent geographic segregation.

5. Transportation Plan: Our plan to provide transportation services ensures

that students from different areas of the community can access our school, preventing segregation based on proximity or access to transportation.

6. Diverse Staffing: We're committed to hiring a diverse staff that reflects our community, providing role models for all students and creating a culturally responsive environment.

7. Inclusive Curriculum: Our globally-focused, culturally responsive curriculum is designed to appeal to and benefit students from all backgrounds, making our school an attractive option for diverse families.

8. Community Partnerships: We're fostering partnerships with a wide range of community organizations to ensure our school is known and accessible across all segments of the community.

9. Ongoing Monitoring: We will regularly monitor our student demographics and the impact of our enrollment on surrounding schools. If we notice any trends towards increased segregation, we will promptly adjust our strategies.

10. Transparent Reporting: We will maintain transparent reporting of our efforts to prevent segregation and our student demographics, making this information available to the community and relevant authorities.

By implementing these strategies, we aim to create a school that not only

avoids increasing segregation but actively contributes to greater integration and diversity in our community's educational landscape.

F. Transportation [(5)]

The questions in this section seek to evaluate whether an applicant's transportation plan meets CSP requirements.

- ✔ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - Operations Plan & Capacity, Start-Up & Ongoing Operations, Question 2: *Describe the transportation plan that details how reliable and safe transportation will be provided for all students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 70-71
  - Financial Plan & Capacity, Financial Plan, Question 9: *Submit the completed Financial Plan Workbook as Attachment 22.* **MCSAB APPLICATION PAGE NUMBER(S):** pages 547-554

G. Enrollment disclosures to families [(b)(11)]

The questions below concern enrollment disclosures to families who select charter schools.

- ✔ Disclosures to Families Supplemental Question 1: Explain plans to disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program).

  APPLICANT RESPONSE: MS Global is committed to full transparency with families during the enrollment process. We will disclose the following information:

  1. Uniform Policy: Students will be required to wear school uniforms. The estimated cost is $30-50 per set. Financial assistance will be available for families in need.

  2. School Supplies: A list of required supplies will be provided, with an estimated cost of $50-75 per student. The school will provide supplies for families unable to purchase them.

  3. Transportation: We will offer bus transportation to all students living outside a 0.5 mile radius of the school at no cost to families.

4. Meal Program: We will participate in the National School Lunch Program, offering free and reduced-price meals to qualifying students.

5. Extended Day Program: In partnership with the Boys & Girls Club, we will offer after-school programming. While there may be a nominal fee, financial assistance will be available.

6. Family Engagement: While we strongly encourage family participation in school events and volunteer opportunities, it is not required for enrollment or continued attendance.

7. Special Education Services: We will provide all services required by students' IEPs at no cost to families.

8. English Language Learner Support: ELL services will be provided at no additional cost.

This information will be clearly communicated through:

-The school website

-Enrollment information sessions

-Written materials provided during the application process

-Individual meetings with families upon request.

We will emphasize that inability to pay for uniforms, supplies, or program

fees will not prevent any student from enrolling or remaining enrolled at MS Global.

SECTION II: ASSESSMENT OF RISK

This section includes questions and prompts related to an applicant's financial, operational, or academic risk. Approved applicants deemed at risk will be subject to additional monitoring and provided additional technical assistance.

A. ESP or Virtual School

The questions in this section identify school models which have a higher risk, financially, operationally, or academically.

✔ Risk Supplemental Question 1: Does the applicant intend to contract with an ESP? (If the answer is "yes," the applicant must have completed the ESP questions in Section I as well as the ESP question in Findings & Questioned Costs, below.)

☐ **NO**

☒ **YES**

✔ Risk Supplemental Question 2: Is the applicant's model solely or primarily a virtual charter school?

☒ **NO**

☐ **YES**

B. Financial History and Practices and Previous Findings or Questioned Costs

The questions in this section seek to assess whether the school has the appropriate practices in place to manage a large federal grant and whether the school's practices have previously been found insufficient.

Financial History and Practices

- ✔ Risk Supplemental Question 3: Please describe the applicant's experience in successfully managing grant programs from a financial perspective. Include the number and type of grants, especially federal or state grants or subgrants, as well as details about the timeliness of reporting and drawdowns, whether the project was within budget, and the findings of any related audits. If the applicant is a new developer, describe the experience of the individuals involved in the charter school proposal.

  APPLICANT RESPONSE: As a new developer, MS Global does not have direct experience managing grant programs. However, key individuals involved in the proposal have relevant experience:

  1. Dr. Elizabeth Torres, President of the Global Public Charter Foundation (GPCF), has over 10 years of experience managing federal and state grants for Washington Global Public Charter School, including Title I, II, III, and IDEA grants. Under her leadership, all grants were managed within budget with timely reporting and drawdowns. Annual audits have resulted in no significant findings.

2. Lindsay Dawson, Board Treasurer, has experience overseeing grant management in her role as Board Chair for a nonprofit organization. This includes reviewing financial reports and ensuring compliance with grant requirements.

3. Lysa Scott, Board Chair, has experience managing school budgets and grants in her previous role as a school leader.

The GPCF team will provide support and oversight in grant management to ensure MS Global follows best practices in financial management and compliance.

✔ Risk Supplemental Question 4: Please list who manages the finances of the school, specifying whether the individuals are staff or contractors and what their roles are. Describe their qualifications. If the applicant is a new developer, please describe the plan for who will manage the finances of the school.

APPLICANT RESPONSE: MS Global plans to manage its finances as follows:

1. Director of Operations (Staff): Will oversee day-to-day financial operations, including accounts payable/receivable, payroll, and financial reporting. The ideal candidate will have a bachelor's degree in business or finance and 3-5 years of experience in school operations or nonprofit financial management.

2. Principal (Staff): Will work with the Director of Operations to develop and manage the school budget. The Principal will have experience in school leadership and budget management.

3. Board Treasurer (Volunteer): Will provide oversight of financial operations, review financial reports, and liaise between the school leadership and full board on financial matters. Lindsay Dawson, the current Board Treasurer, holds an MBA and has experience in nonprofit financial oversight.

4. Back Office Provider (Contractor): We plan to engage a reputable back-office provider with charter school experience to support more complex financial functions, including grant management, audit preparation, and compliance reporting.

5. Global Public Charter Foundation (Contractor): Will provide guidance and support in financial management practices, particularly in the start-up phase.

This team approach ensures multiple layers of expertise and oversight in managing the school's finances.

✔ Risk Supplemental Question 5: Has the applicant ever been suspended or debarred, or is the applicant currently suspended or debarred from receiving federal grant money?

☒ **NO**

☐ **YES**

If yes, please explain the circumstances and whether the suspension or debarment is ongoing or has been resolved.

APPLICANT RESPONSE: Not Applicable

✔ Risk Supplemental Question 6: Has the entity ever been designated as a high-risk grantee by any grantor?

☒ **NO**

☐ **YES**

If yes, please explain the circumstances and whether the designation is ongoing or has been lifted.

APPLICANT RESPONSE: Not Applicable

✔ Risk Supplemental Question 7: Which statement best describes the current state of the applicant's financial policies, procedures, and practices?

☐ We have *fully developed* financial policies, procedures, and practices that *have been fully implemented*.

☐ We have *fully developed* financial policies, procedures, and practices, but we *have not fully implemented* them.

If applicable, describe the timeline and plan for full implementation.

APPLICANT RESPONSE: Not Applicable

☐ We have *partially developed* financial policies, procedures, and practices, but we have only *partially implemented* them or *have not yet implemented* anything.

If applicable, describe the timeline and plan for full development and implementation.

APPLICANT RESPONSE: Not Applicable

X We have *not yet created* financial policies, procedures, and practices.

If applicable, describe the timeline and plan for full development and implementation.

APPLICANT RESPONSE: MS Global plans to develop and implement comprehensive financial policies, procedures, and practices according to the following timeline:

-August-September 2024: Engage back-office provider Begin drafting financial policies and procedures.

-October-November 2024: Complete initial draft of financial policies and procedures Board Finance Committee review and revision.

-December 2024: Full board review and approval of financial policies and procedures.

-January-March 2025: Develop implementation plan and training materials Begin staff training on financial procedures.

-April-June 2025: Finalize all financial systems and controls Complete staff training.

-July 2025: Full implementation of financial policies, procedures, and practices.

Throughout this process, we will work closely with our back-office provider and the GPCF to ensure our policies and procedures align with best practices for charter schools and comply with all relevant regulations.

If the applicant has not yet created financial policies, procedures, and practices, please answer question 8 before continuing to C. Delayed Openings or Failure to Launch.

If the applicant has fully or partially developed financial policies, procedures, and practices, please answer the remaining questions in this section.

✔ Risk Supplemental Question 8: What insurance coverage does the applicant currently hold, including any risk management or fidelity bonds for board members or employees? If applicant has no current insurance, describe what insurance will be purchased and when.

APPLICANT RESPONSE: MS Global does not currently hold any insurance coverage. We plan to purchase the following insurance policies by July 1,

2025:

1. General Liability Insurance: $2,000,000 aggregate / $1,000,000 per occurrence
2. Property Insurance: Coverage based on facility and contents value
3. Workers' Compensation: As required by Mississippi law
4. Directors and Officers (D&O) Liability: $1,000,000
5. Educators Legal Liability: $1,000,000
6. Employment Practices Liability: $1,000,000
7. Student Accident Insurance: $25,000 per accident
8. Cyber Liability: $1,000,000
9. Automobile Liability (for any school-owned or leased vehicles): $1,000,000
10. Umbrella Liability: $5,000,000

We will also explore obtaining a fidelity bond for board members and key employees who handle financial transactions. These coverage levels are based on recommendations for charter schools of similar size and will be reviewed annually to ensure they remain appropriate as the school grows.

✔ Risk Supplemental Question 9: What is the applicant's basis of accounting?

☐ Cash ☒ Accrual ☐ Modified ☐ Other

If other, please explain.

APPLICANT RESPONSE: Not Applicable

✔ Risk Supplemental Question 10: What software system does (or will) the applicant or its contractor use to record accounting transactions?

APPLICANT RESPONSE: MS Global will use Quickbooks to record accounting transactions.

✔ Risk Supplemental Question 11: Which statement best describes how the applicant tracks grant funds, including both revenue and expenditures, from a specific source (e.g., federal and non-federal funds, specific grant programs, etc.)?

☒ We track all funds separately by source as a routine practice.

☐ We have the capability to track funds separately by source but only do so when asked by the funder.

☐ We do not have the capability to track funds separately by source and do not do so.

☐ We have never needed to track funds separately, either because we have not yet received funds or because we have only had one source of funds, and we do not yet know if we have the capability.

If the organization has the capability to track funds separately by source, describe how the organization does so and the ease with which the entity can provide reporting on a grant.

APPLICANT RESPONSE: Not Applicable

✔ Risk Supplemental Question 12: How does the applicant ensure that all reporting of grant financial activity is accurate, current, and complete?

APPLICANT RESPONSE: MS Global is committed to ensuring all reporting of grant financial activity is accurate, current, and complete through a comprehensive system of internal controls and regular oversight. Our approach includes:

1. Robust Accounting System: MS Global will utilize a recognized, regularly audited accounting system specifically configured for charter school and grant management. This system will allow for real-time tracking of all financial transactions, including those related to the CSP grant.

2. Dedicated Financial Personnel: Our Director of Operations, overseen by the Principal, will be responsible for day-to-day financial management, including coding of expenditures and preparation of financial reports. This ensures consistency and accuracy in financial record-keeping.

3. Monthly Reconciliation: The Director of Operations will perform monthly reconciliations of all accounts, including grant-specific accounts, to ensure all transactions are accurately recorded and categorized.

4. Board Oversight: The Board Treasurer will meet monthly with the Director of Operations and Principal to review financial statements, including grant-specific reports. The full Board will receive and review comprehensive

financial packets, including grant activity, at each monthly meeting.

5. External Financial Services Provider: MS Global will engage a reputable back-office financial services provider with charter school experience to provide additional oversight, ensure compliance with grant requirements, and assist in preparing accurate financial reports.

6. Regular Internal Audits: Quarterly internal audits will be conducted to review grant expenditures, ensuring they align with the approved budget and comply with all CSP regulations.

7. Annual External Audit: An independent CPA firm will conduct an annual audit, which will include a thorough review of all grant financial activity.

8. Grant-Specific Training: All staff involved in grant management will receive training on CSP-specific requirements, allowable costs, and proper documentation procedures.

9. Documentation Procedures: MS Global will maintain detailed documentation for all grant expenditures, including invoices, receipts, and justification for how each expense relates to grant objectives.

10. Timely Reporting: Financial reports related to the CSP grant will be prepared and submitted on schedule, with internal deadlines set well in advance of actual due dates to allow for thorough review and verification.

11. Compliance Checks: Regular checks will be conducted to ensure all

financial activity complies with federal regulations, including EDGAR and Uniform Grant Guidance.

12. Technology Utilization: MS Global will leverage technology, including automated alerts and reminders, to ensure timely entry of financial data and completion of required reports.

By implementing these measures, MS Global will ensure that all reporting of CSP grant financial activity is accurate, current, and complete, maintaining the highest standards of financial accountability and transparency.

✔ Risk Supplemental Question 13: Which statement best describes how the applicant's financial statements are internally reviewed for accuracy and approved?

☒ Financial statements, including budgets to actuals, are reviewed and approved by the head of the entity or unit at least monthly and reviewed and approved at least quarterly by a board or other oversight body.

☐ Financial statements, including budgets to actuals, are reviewed and approved by the head of the entity or office at least monthly but not reviewed and approved by a board or other oversight body, either at least quarterly or otherwise.

☐ Financial statements, including budgets to actuals, are reviewed and approved less frequently than monthly by the head of the entity or unit.

☐ Financial statements, including budgets to actuals, are not routinely reviewed or are only reviewed for accuracy through audits.

Please describe the process by which the organization reviews financial statements for accuracy, including budgets to actuals. Describe which staff or contractors are involved.

APPLICANT RESPONSE: MS Global has established a comprehensive process for reviewing financial statements for accuracy, including budgets to actuals. This process involves multiple levels of review and oversight, engaging both internal staff and external contractors:

1. Initial Preparation: The Director of Operations prepares monthly financial statements, including budget to actuals reports, using our accounting software (e.g., QuickBooks). These statements are typically ready within 10 business days after the end of each month.

2. First-Level Review: The Principal conducts an initial review of the financial statements, focusing on overall accuracy, alignment with school operations, and any significant variances from the budget. This review occurs within 2-3 days of receiving the reports from the Director of Operations.

3. External Contractor Review: Our contracted back-office financial services provider conducts a thorough review of the financial statements, including:

-Verifying accuracy of all entries

-Ensuring proper categorization of expenses

-Checking compliance with accounting standards and grant requirements

-Analyzing budget to actuals and flagging any significant variances

This review is completed within 5 business days of receiving the reports.

4. Board Treasurer Review: The Board Treasurer meets with the Principal and Director of Operations to review the financial statements, including a detailed examination of the budget to actuals report. This meeting occurs at least 3 days before the monthly board meeting.

5. Finance Committee Review: The Finance Committee, led by the Board Treasurer, reviews the financial statements, paying particular attention to:

-Overall financial health

-Significant budget variances

-Cash flow projections

-Compliance with financial policies and procedures

This review occurs during the committee's monthly meeting, typically scheduled 1-2 days before the full board meeting.

6. Full Board Review: The full Board receives the financial packet, including

budget to actuals, at least 48 hours before the monthly board meeting. During the meeting, the Board Treasurer presents a summary of the financial statements and any significant findings. The full Board discusses and votes to accept the financial statements.

7. Ongoing Monitoring: The Director of Operations and Principal continuously monitor financial activities, making real-time comparisons to the budget. Any significant variances or concerns are immediately flagged for review and potential action.

8. Annual Audit: An independent CPA firm conducts an annual audit, which includes a comprehensive review of all financial statements and processes.

This multi-layered review process, involving both staff and external contractors, ensures the accuracy and integrity of MS Global's financial statements, including budgets to actuals. It provides multiple checkpoints for identifying and correcting any discrepancies, while also offering various perspectives on the school's financial health and performance.

✔ Risk Supplemental Question 14: Please describe how the organization's financial procedures and internal controls prevent the likelihood of fraud and enable good fiscal stewardship, including preventing duplicate payments or

requests for payment, over-obligation of resources, and compliance with cost allowability.

APPLICANT RESPONSE: MS Global has implemented robust financial procedures and internal controls to prevent fraud, ensure good fiscal stewardship, and maintain compliance with all applicable regulations. Our key measures include:

1. Segregation of Duties: No single individual has control over all aspects of financial transactions. For example, the person who approves purchases is different from the one who processes payments.

2. Multi-level Approval Process: All expenditures require multiple approvals based on predetermined thresholds. For instance, purchases over $5,000 require Board approval.

3. Regular Reconciliations: Monthly bank reconciliations are performed by someone who does not handle cash receipts or disbursements.

4. Detailed Documentation: All financial transactions require supporting documentation, which is reviewed for completeness and accuracy before processing.

5. Automated Systems: Our accounting software flags potential duplicate payments and prevents processing without additional verification.

6. Budget Controls: The system is configured to prevent over-obligation of

resources by not allowing expenditures that exceed budgeted amounts without proper override authorization.

7. Cost Allowability Checks: All expenses are reviewed against a pre-approved list of allowable costs, with particular attention to grant-funded expenses.

8. Regular Internal Audits: Quarterly internal audits review adherence to procedures and test controls.

9. Annual External Audit: An independent CPA firm conducts a comprehensive annual audit.

10. Continuous Monitoring: The Director of Operations and Principal continuously monitor financial activities, with oversight from the Board Treasurer and Finance Committee.

11. Staff Training: Regular training is provided on financial procedures, fraud prevention, and ethical practices

These measures work together to create a robust system that prevents fraud, ensures good fiscal stewardship, and maintains compliance with all financial regulations and grant requirements.

✔ Risk Supplemental Question 15: Check the appropriate box below to indicate if the school has written policies and procedures in place related to the following:

Procurement	☒	YES	☐	NO	
Payroll and timekeeping	☒	YES	☐	NO	
Travel	☒	YES	☐	NO	
Equipment acquisition and disposal		☒	YES	☐	NO
Budgeting	☒	YES	☐	NO	
Accounts payable	☒	YES	☐	NO	
Grants accounting	☒	YES	☐	NO	
Indirect cost allocation	☒	YES	☐	NO	
Allowability of costs	☒	YES	☐	NO	
Cash management		☒	YES	☐	NO
Drawdowns	☒	YES	☐	NO	

✔ Risk Supplemental Question 16: How do you ensure that access and use of the accounting system is limited to appropriate personnel?

APPLICANT RESPONSE: MS Global ensures that access and use of the accounting system is limited to appropriate personnel through the following measures:

1. User Authentication: The accounting system requires unique user IDs and strong passwords for each user.

2. Role-Based Access Control: Access rights are assigned based on job responsibilities. For example, the Director of Operations has full access, while

other staff may have view-only or limited data entry rights.

3. Regular Access Reviews: User access is reviewed quarterly to ensure it remains appropriate as roles change.

4. Audit Trails: The system maintains detailed logs of all user activities, which are regularly reviewed.

5. Secure Connections: Access to the accounting system is only permitted through secure, encrypted connections.

6. Two-Factor Authentication: For sensitive operations or remote access, two-factor authentication is required.

7. Automatic Logoff: The system automatically logs users off after a period of inactivity.

8. Training: All users receive training on system security and their responsibility to maintain confidentiality.

These measures ensure that only authorized personnel can access and use the accounting system, maintaining the integrity and security of our financial data.

✔ Risk Supplemental Question 17: Who is responsible for assigning roles and/or access to the accounting system?

APPLICANT RESPONSE: The Director of Operations, in collaboration with the Principal, is primarily responsible for assigning roles and access to the accounting system. The process works as follows:

1. Initial Assignment: When a new staff member joins or a role changes, the Principal informs the Director of Operations of the required level of access.
2. Setup and Configuration: The Director of Operations sets up the user account and configures the appropriate access rights in the accounting system.
3. Verification: The Principal reviews and approves the assigned access to ensure it aligns with the staff member's responsibilities.
4. Periodic Review: The Director of Operations conducts quarterly reviews of all user access, presenting findings to the Principal for approval of any necessary changes.
5. Board Oversight: The Board Treasurer and Finance Committee receive annual reports on system access as part of their oversight responsibilities.
6. External Verification: The annual audit includes a review of system access controls and assignments.

This multi-layered approach ensures that roles and access to the accounting

system are appropriately assigned, regularly reviewed, and align with job responsibilities and internal control best practices.

✔ Risk Supplemental Question 18: Does the applicant implement segregation of duties between the authorization, custody, and recording functions related to the following processes:

Receipt of cash and assets process ☒ YES ☐ NO

Payroll process ☒ YES ☐ NO

Procurement and disbursement process ☒ YES ☐ NO

If no for any item, please explain why.

APPLICANT RESPONSE: Not Applicable

✔ Risk Supplement Question 19: Describe how disbursements are made (i.e., cash, paper checks, electronically), including the approval process.

APPLICANT RESPONSE: MS Global employs a secure and transparent system for all disbursements, prioritizing electronic transactions wherever possible to enhance efficiency and maintain a clear audit trail. Our process is as follows:

1. Primarily, disbursements are made electronically through our accounting software and linked bank account. This includes ACH transfers, wire transfers, and electronic bill payments.

2. In limited circumstances where electronic payment is not feasible, paper checks may be issued.

3. Cash disbursements are strictly limited and only used for small, pre-approved petty cash transactions.

The approval process for all disbursements involves multiple layers of oversight:

1. All expenses must be pre-approved and align with our budget and financial policies.

2. Invoices or reimbursement requests are submitted to the Director of Operations for initial review.

3. The Principal reviews and approves all disbursements up to a predetermined threshold.

4. Disbursements exceeding this threshold require additional approval from the Board Treasurer or Finance Committee.

5. For grant-funded expenses, our Grants Manager ensures compliance with all applicable regulations.

6. Two authorized signatories are required for all disbursements, typically the Principal and a Board officer.

7. The Board reviews a summary of all disbursements monthly.

This multi-step approval process, combined with our preference for electronic transactions, ensures financial accountability, reduces the risk of errors or fraud, and maintains a clear record of all financial activities.

If you use paper checks,

Are they pre-numbered? ☒ YES ☐ NO

Do you prohibit the use of checks made to "cash"? ☒ YES ☐ NO

Do you prohibit advance signing of checks? ☒ YES ☐ NO

Are all blank checks secured? ☒ YES ☐ NO

Are voided checks properly canceled and retained ☒ YES ☐ NO

✔ Risk Supplemental Question 20: Do you acquire and maintain documentation to support that staff have been trained on financial policies and procedures?

APPLICANT RESPONSE: Yes, MS Global acquires and maintains thorough documentation to support that staff have been trained on financial policies and procedures. Our documentation process includes:

1. Training Logs: We maintain detailed logs of all financial policy and procedure training sessions, including dates, topics covered, and duration.

2. Attendance Records: For each training session, we keep signed attendance sheets or electronic check-in records to verify staff participation.

3. Training Materials: Copies of all training materials, including presentations, handouts, and any digital resources, are archived for reference and audit purposes.

4. Comprehension Assessments: Staff complete post-training quizzes or assessments to demonstrate understanding of key concepts. These are kept on file.

5. Acknowledgment Forms: After training, staff sign forms acknowledging they have received, understood, and agree to comply with financial policies and procedures.

6. Certification of Completion: Upon finishing the full training program, staff receive and sign a certification of completion, which is added to their personnel file.

7. Ongoing Training Records: Documentation of refresher courses, updates on policy changes, and any additional financial training is maintained throughout the year.

8. Digital Repository: All training documentation is stored in a secure digital system, allowing for easy retrieval and review during audits or as needed.

This comprehensive documentation process ensures we have clear evidence of staff training on financial policies and procedures, supporting our commitment to strong internal controls and fiscal responsibility.

✔ Risk Supplemental Question 21: Explain how employees report suspected improprieties or areas of noncompliance?

APPLICANT RESPONSE: MS Global has established a clear and confidential process for employees to report suspected improprieties or areas of noncompliance:

1. Anonymous Reporting Hotline: Employees can report concerns anonymously through a dedicated phone hotline or online reporting system.

2. Direct Supervisor Reporting: Employees are encouraged to report concerns to their immediate supervisor if they feel comfortable doing so.

3. Open-Door Policy: The Principal and Director of Operations maintain an open-door policy for employees to discuss concerns directly.

4. Written Reports: Employees can submit written reports of suspected improprieties to the Principal or Board Chair.

5. Board Whistleblower Policy: Our Board-approved Whistleblower Policy outlines the reporting process and protections for employees who report concerns in good faith.

6. Non-Retaliation Guarantee: Our policy clearly states that no employee will

face retaliation for reporting suspected improprieties or noncompliance in good faith.

7. External Reporting Option: Employees are informed of their right to report concerns directly to appropriate external authorities if they feel internal channels are insufficient.

8. Regular Training: All employees receive annual training on the reporting process and their responsibility to report suspected improprieties.

9. Follow-up Process: We have a documented process for investigating and following up on all reported concerns, with regular status updates provided to the reporting individual (if not anonymous).

This multi-faceted approach ensures that employees have multiple, secure channels to report concerns, promoting a culture of transparency and accountability.

✔ Risk Supplemental Question 22: What is the applicant's fiscal year?

APPLICANT RESPONSE: MS Global's fiscal year runs from July 1 to June 30. This aligns with the typical fiscal year for educational institutions and the State of Mississippi's fiscal calendar, facilitating easier reporting and compliance with state requirements.

✔ Risk Supplemental Question 23: In the prior fiscal year, was the applicant or its ESP required to undergo an organizational audit, regardless of whether the audit was federally required?

☒ **NO**

☐ **YES**

If yes, please complete the Findings and Questioned Costs questions below.

Findings and Questioned Costs

✔ MCSAB Charter Application Questions: Reviewers will assess this aspect of financial risk through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Financial Plan & Capacity, Financial Plan, Question 3: *Provide, as Attachment 21, your most recent audited financial statements.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
- Financial Plan & Capacity, Financial Plan, Question 4: *Discuss any material audit findings for your organization or any school that you operate.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
- IF APPLICABLE, ESP Addendum, ESP Track Record, Question 3: *Provide evidence of the financial health of the ESP. Attach as Attachment ESP-1 the most recent independent financial audit report of the ESP and its most recent*

annual report. **If not applicable, write "not applicable." MCSAB**

APPLICATION PAGE NUMBER(S): Not Applicable

C. Delayed Openings or Failure to Launch

These questions pertain to any previous schools by the applicant. Applicants seeking an expansion award for a school that is already open, or new developers with only the applicant school, should mark not applicable.

Has the applicant ever had, or does the applicant currently have, schools with delayed openings, including those which received permission from an authorizer to delay the opening?

☒ **NO** ☐ **NOT APPLICABLE**

☐ **YES**

If yes, please complete the questions below.

✔ Risk Supplemental Question 24: Please list all approved schools in any state that had or currently have openings delayed beyond the opening date listed in the original charter or charter application, including any schools granted a formal delay, even if those schools have since opened. Explain the reasons for these delays and the current timeline for launch for each school that has not yet opened.

APPLICANT RESPONSE: Not Applicable

✔ Risk Supplemental Question 25: Does the applicant have any schools that were approved but never opened because the charter expired or was relinquished due to delays or other reasons? Did the applicant receive and spend CSP funds on any of these never-opened schools? Answer these questions below (even if the answer is "no"), list any applicable schools, and provide an explanation.

APPLICANT RESPONSE: Not Applicable

D. Past Performance

The questions in this section pertain to new school applicants with other operating charters of any age or replication or expansion applicants. New school applicants with no operating charter schools should skip this section.

FOR NEW SCHOOL APPLICANTS WITH OTHER OPERATING CHARTERS ONLY:

✔ MCSAB Charter Application Questions: Reviewers will assess whether new school applicants with other operating charter schools have a history of performance issues through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Operations Plan & Capacity, Performance Track Record, Question 1: *Provide, as Attachment 10, a summary of the applicant's complete current and historical portfolio of schools. Prepare your submission using the*

template provided by the MCSAB. **MCSAB APPLICATION PAGE NUMBER(S):**

Not Applicable

- Operations Plan & Capacity, Performance Track Record, Question 2: *Select a consistently high-performing school from the organization's portfolio, and discuss its performance. Be specific about the results which provide the basis for judgment that the school is high performing. Include student achievement status, growth, absolute, and comparative academic results, as available.*
  a. *Discuss the primary causes of the school's distinctive performance.*
  b. *Discuss any notable challenges that the school has overcome to achieve these results.*
  c. *Identify any ways in which this school's success has informed or affected how other schools in the portfolio have performed.*
  d. *Explain how effective practices, structures, or strategies were identified and how they were implemented in other schools.*

  MCSAB APPLICATION PAGE NUMBER(S): Not Applicable

- Operations Plan & Capacity, Performance Track Record, Question 3: *Discuss a school with relatively low or unsatisfactory performance. Be specific about the results which provide the basis for judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, available.*

a. *Describe the primary causes of the school's problems.*

b. *Explain the specific strategies that are being employed to improve performance.*

c. *How will you know when performance is satisfactory?*

d. *What are the expectations for satisfactory performance in terms of performance levels and timing?*

MCSAB APPLICATION PAGE NUMBER(S): Not Applicable

- Operations Plan & Capacity, Performance Track Record, Question 4: *List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
- Operations Plan & Capacity, Performance Track Record, Question 5: *List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain the causes of each occurrence.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
- Operations Plan & Capacity, Performance Track Record, Question 6: *Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the*

organization in the last three years, and explain how such deficiencies or violations were/are being resolved. **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

- Operations Plan & Capacity, Performance Track Record, Question 7: *Identify all current or past litigation, including arbitration proceedings, by school, involving the organization or any schools it operates. If applicable, provide as Attachment 11 (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

FOR REPLICATION AND EXPANSION APPLICANTS ONLY:

Replication applicants must show that the school model seeking to replicate is "high quality." Similarly, expansion applicants must show that the school seeking to expand is "high quality." Replication applicants should answer the questions below based on the school or schools with the same school model in their portfolio seeking to replicate (i.e., if they are seeking a CSP subgrant for a charter serving grades 5-8, they must show their middle school or schools serving these grades is high quality). Expansion applicants should answer based on the school seeking to expand.

✔ Risk Supplemental Question 26: Provide evidence that the school has/schools have strong academic results, which may include strong student academic

growth, on a state or nationally recognized assessment. Expansion applicants must show evidence the school had strong academic results for at least three years.

APPLICANT RESPONSE: Not Applicable

✔ Risk Supplemental Question 27: Provide evidence that the school has/schools have no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.

APPLICANT RESPONSE: Not Applicable

✔ Risk Supplemental Question 28: Provide evidence that the school has/schools have demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school.

APPLICANT RESPONSE: Not Applicable

✔ Risk Supplemental Question 29: Provide evidence that the school has/schools have demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would

reveal personally identifiable information about an individual student. Expansion applicants must show this evidence for at least three years.

APPLICANT RESPONSE: Not Applicable

SECTION III: ASSESSMENT OF OVERALL SCHOOL PLAN QUALITY

Reviewers will read the applicant's full MCSAB charter application to score this section. The score will be based on the coherence and detail of the plan, the likelihood of proposed leadership team's success, the likelihood the school will result in academic gains for children, and the reasonableness of the budget. Please see the rubric for more detail about how this section will be scored. **Applicants do not need to submit additional information** for this section unless otherwise requested by Mississippi First during review.

SECTION IV: COMPETITIVE PRIORITIES

Applicants may earn competitive preference points for meeting the priorities listed in this section. Applicants will only receive the total number of points corresponding to a priority category if there are multiple ways to meet the priority—i.e., an applicant proposing a turnaround school in an LEA with multiple schools identified for comprehensive support and improvement under ESEA will receive a total of 6 points for meeting the "charter schools with other diverse models" priority. Applicants meeting multiple priorities will receive points for each priority—i.e., a charter high school in a rural area will receive a total of 18 points (10 points for

charter high school; 8 points for rural school). Applicants must check **at least one box per priority.**

A. Charter high schools [(1)(xiii)]—10 POINTS

✔ Check the appropriate box below to indicate if the applicant is proposing a high school (i.e., a school which will at least serve grades 10-12 or, if the school's instructional model is competency-based or dropout prevention-focused, provide students a pathway to a standard Mississippi high school diploma).

☒ **Applicant is proposing a high school**

☐ **Not applicable**

B. Rural charter schools [(7)]—8 POINTS

✔ Check the appropriate box below to indicate if the applicant is proposing to locate their school in a rural area. A rural area is defined as an area with a "town" or "rural" locale code according to the National Center for Education Statistics.

☒ **Applicant is proposing a rural school**

☐ **Not applicable**

C. Charter schools with other diverse models [(7)]—6 POINTS

✔ Check the appropriate box or boxes below to indicate if the applicant is proposing any of the following models:

☐ **Applicant is proposing a conversion charter school**

☐ **Applicant is proposing a turnaround school (closure/restart)**

☐ **Applicant is proposing a special model for at-risk students such as a drop-out prevent school**

☒ **Applicant will be locating in an LEA with multiple schools identified for comprehensive support and improvement under ESEA**

☐ **Not applicable**

D. Educator-led and community-centered charter school models [(3)(iii)(A-B)]—6 POINTS

✔ Check the appropriate box below to indicate if the applicant is proposing a school that features meaningful and ongoing engagement with current or former teachers and other educators using a community-centered approach that includes an assessment of community assets.

☐ **Applicant is proposing an educator-led and community-centered charter school model**

☒ **Not applicable**

Applicants proposing to meet this priority must answer the following questions:

- Question 1: Please provide a copy of the community asset map or assessment on which this application is based.

  ☐ **Community asset map or assessment attached**

- Question 2: Please explain how community assets as described in the submitted map or assessment informed the development of the charter school.

  APPLICANT RESPONSE: Not Applicable

- Question 3: Explain what protocols and practices the applicant will implement to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties.

  APPLICANT RESPONSE: Not Applicable

- Question 4: Please submit a timeline for key milestones that span the course of planning, development, and implementation of the charter school.

  ☐ **Timeline attached** Not Applicable

SECTION V: ASSURANCES—REQUIRED FOR ELIGIBILITY

Subgrantees must sign the assurances attesting that they will abide by all CSP grant and subgrant requirements. Applicants must attach the signed assurances in the

order specified in the checklist. A copy of the assurances is in the file labeled "Request for Application Information_Mississippi First."

Please Note: Stage 1 and Stage 2 Changes to the MCSAB Charter School Application have been included in **Part 4 - MCSAB Charter School Application** beginning on pages 599 and 626 respectively.

CHARTER SCHOOL PROGRAM SUBGRANT GRANT ASSURANCES

Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), includes funds distributed to state entities from the U.S. Department of Education through the Charter Schools Program ("CSP," ALN 84.282A) to provide subgrants to eligible applicants for the purpose of opening new charter schools, and replicating and expanding high-quality charter schools.

By accepting this CSP subgrant, the subgrantee agrees it will

1) Sign a subgrant agreement before submitting expenses for reimbursement;
2) Use funding for activities related to opening new charter schools or replicating and expanding high-quality charter schools, as described in Section 4303(b)(1) and 4303(h) of the ESEA;
3) Perform the activities promised in the subgrant application submitted to Mississippi First;
4) Exercise proper stewardship of all federal funds;
5) Comply with applicable federal regulatory and programmatic requirements as well as all applicable policies, procedures, monitoring, and reporting requirements of Mississippi First;
6) Abide by federal nondiscrimination laws and policy applicable to charter schools;
7) Provide documentation substantiating appropriate expenditure of all funds received.

The subgrantee further agrees to abide by the following specific provisions:

<u>Provisions pertaining to accounting practices</u>

The school assures that it has an accounting system with sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

The school further assures it will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to Mississippi First for costs related to this grant.

Provisions pertaining to for-profit education service providers (ESPs)

Mississippi law requires all charter schools and CMOs to be nonprofit organizations. Both Mississippi law and the Mississippi charter contract allow for-profit ESPs, but ESPs may not provide comprehensive management services unless they are nonprofit.

In light of these circumstances, the school assures that it has not and will not enter into a contract with a nonprofit CMO operated by or on behalf of a for-profit entity or a for-profit ESP under which the CMO or ESP, or its related entities, exercises full or substantial administrative control over the charter school and, thereby, the CSP project.

The school further assures that any management contract between the charter school and a for-profit ESP guarantees or will guarantee that—

(1) The charter school maintains control over all CSP funds, makes all programmatic decisions, and directly administers or supervises the administration of the grant or subgrant;
(2) The contracted ESP does not exercise full or substantial administrative control over the charter school (and, thereby, the CSP project), except that this does not limit the ability of a charter school to enter into a contract with an ESP for the provision of services that do not constitute full or substantial control of the charter school project funded under the CSP (e.g., food or payroll services) and that otherwise comply with statutory and regulatory requirements;
(3) The charter school's governing board has access to financial and other data pertaining to the charter school, the ESP, and any related entities; and
(4) The charter school is in compliance with applicable federal and state laws and regulations governing conflicts of interest, and there are no actual or perceived conflicts of interest between the charter school and the ESP.

The school assures that will post on its website, on an annual basis, a copy of any contract between the charter school and a for-profit ESP and report information on such contract to Mississippi First, including—

(1) A copy of the existing contract with the for-profit ESP or description of the terms of the contract, including the name and contact information of the ESP, the cost (i.e., fixed costs and estimates of any ongoing costs), including the amount of CSP

funds proposed to be used toward such costs, and the percentage such cost represents of the charter school's total funding, the duration, roles and responsibilities of the ESP, the steps the charter will take to ensure that it pays fair market value for any services or other items purchased or leased from the ESP, and the steps the charter school is taking to ensure that it makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant or subgrant in accordance with 34 CFR 75.701 and 76.701;

(2) A description of any business or financial relationship between the charter school developer or ESP, including payments, contract terms, and any property owned, operated, or controlled by the ESP or related individuals or entities to be used by the charter school;

(3) The names and contact information for each member of the governing boards of the charter school, and a list of ESP's officers, chief administrator, and other administrators, and any staff involved in approving or executing the ESP contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved or will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c); and

(4) A description of how the charter school ensured that such contract is severable and that a change in management companies will not cause the proposed charter school to close.

Provisions pertaining to open records and public meetings

The school assures that it will comply with the Mississippi Open Meetings Act and the Public Records Act as required by Mississippi statute (Miss. Code Ann. § 37-28-45(6)(a-b)).

Provisions pertaining to enrollment disclosures

The school assures that it will disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program).

Provisions pertaining to public hearings

The school assures it will hold or participate in a public hearing in the local community in which the proposed charter school would be located to obtain information and feedback regarding the potential benefit of the charter school, which shall at least include how the proposed charter school will increase the availability of high-quality public school options for underserved students, promote racial and socio-economic diversity in such community or have an educational mission to serve primarily underserved students, and not increase racial or socio-economic segregation or isolation in the school districts from which students would be drawn to attend the charter school (consistent with applicable laws). Applicants must ensure that the hearing (and notice thereof) is accessible to individuals with disabilities and limited English proficient individuals as required by law, actively solicit participation in the hearing (i.e., provide widespread and timely notice of the hearing), make good faith efforts to accommodate as many people as possible (e.g., hold the hearing at a convenient time for families or provide virtual participation options), and submit a summary of the comments received as part of the application. The hearing may be conducted as part of the charter authorizing process, provided it meets the requirements above.

Provisions pertaining to expenditure of planning and implementation funds

The school assures will not use any implementation funds for a charter school until after the charter school has received a charter from an authorized public chartering agency and has a contract, lease, mortgage, or other documentation indicating that it has a facility in which to operate. Consistent with sections 4303(b)(1), 4303(h)(1)(B), and 4310(6) of the ESEA, an eligible applicant may use CSP planning funds for post-award planning and design of the educational program of a proposed new or replicated high-quality charter school that has not yet opened, which may include hiring and compensating teachers, school leaders, and specialized instructional support personnel; providing training and professional development to staff; and other critical planning activities that need to occur prior to the charter school opening when such costs cannot be met from other sources.

Provisions pertaining to applicable federal regulations

The school acknowledges, and agrees to abide by, federal regulations applicable to this program, including 2 CFR part 200, 2 CFR 3474, 2 CFR 3485, and the Education Department General Administrative Regulations in 34 CFR parts 75, 77, 81, 82, 84, 86, 97, 98, and 99; and agrees to abide by relevant regulations.

Provisions pertaining to public transparency

The school acknowledges that Mississippi First will post the following information about the school on the Mississippi First CSP webpage:

(1) The school's name, address, and grades served.
(2) A description of the school's educational model.
(3) If the school has contracted with a for-profit ESP, the name of the ESP, the amount of CSP funding the ESP will receive from the school, and a description of the services to be provided.
(4) The award amount, including any funding that has been approved for the current year and any additional years of the CSP grant for which the school will receive support.
(5) The subgrant application (redacted as necessary).
(6) The peer review materials, including reviewer comments and scores (redacted as necessary) from the subgrant competition.

The school further agrees to make publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, on the website of the school information to help parents make informed decisions about the education options available to their children, including information on the following:

(1) The school's educational program;
(2) Student support services;
(3) Parent contract requirements (as applicable), including any financial obligations or fees;
(4) Enrollment criteria (as applicable); and
(5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (4303(f)).

Provisions pertaining to post-award review

The school acknowledges that Mississippi First will undertake a secondary review of application materials to ensure that the applicant meets all CSP requirements prior to award finalization. The school further acknowledges that it must have a signed sub-agreement before the subgrant is final.

8/13/24

Applicant Representative Authorized Signature | Date

Proposal Attachments

1) **Proof of Adequate and Timely Notice**
2) **CSP Subgrant Budget Form**
3) **CSP Subgrant Budget Narrative**

Mississippi Global
ACADEMY

From: Elizabeth Shook Torres <liz.shook@gmail.com>
Date: August 12, 2024 at 12:49:37 PM EDT
To: charterschoolssupport@ihl.state.ms.us
Subject: Letter of Intent- CSP Grant

Dr. Lisa Karmacharya
Executive Director
Mississippi Charter School Authorizer Board

Dear Dr. Karmacharya:

This notice is to inform the Mississippi Charter School Authorizer Board that Mississippi Global Academy intends to apply for a CSP subgrant with Mississippi First.

Thank you,

Liz Torres

--
Elizabeth Shook Torres, Ed.D.

CSP SUBGRANT BUDGET FORM

SUMMARY

Note: This form is a replica of the U.S. Department of Education's ED524. Not all categories will apply to subgrantees. Budgets must still conform to allowable cost principles.

Budget Category	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Project Year 5**	**TOTAL**
1. Personnel	$98,000	$0	$0	$0	$0	$98,000
2. Fringe Benefits	$17,934	$0	$0	$0	$0	$17,934
3. Travel	$0	$5,750	$3,400	$3,400	$3,400	$15,950
4. Equipment	$82,250	$166,750	$182,000	$180,900	$177,500	$789,400
5. Supplies	$28,024	$36,550	$39,850	$40,450	$42,850	$187,724
6. Contractual	$73,792	$90,950	$74,750	$75,250	$76,250	$390,992
7. Construction	$0	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$300,000	$300,000	$300,000	$300,000	$300,000	$1,500,000
10. Indirect Costs*	$0	$0	$0	$0	$0	$0
11. Training Stipends	$0	$0	$0	$0	$0	$0
12. Total Costs (lines 9-11)	**$300,000**	**$300,000**	**$300,000**	**$300,000**	**$300,000**	**$1,500,000**

***Indirect Cost Information**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ YES ☒ NO
2) If yes, please provide the following information:
   a. Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy) From: Click or tap to enter a date. To: Click or tap to enter a date.
   b. Approving Federal agency ☐ ED ☐ Other (please specify): Click or tap here to enter text.
3) For Restricted Rate Program (check one)—Are you using a restricted indirect cost rate that
   ☐ Is included in your approved Indirect Cost Rate Agreement? OR ☐ Complies with 34 CFR 76.564(c)(2)?

BUDGET FORM: PLANNING FUNDS

Note: Applicants may only use planning funds for up to 18 months after receipt of the subgrant.

Budget Category	Project Year 1	Project Year 2	TOTAL
1. Personnel	$98,000	$0	$98,000
2. Fringe Benefits	$17,934	$0	$17,934
3. Travel	$0	$0	$0
4. Equipment	$3,000	$0	$3,000
5. Supplies	$0	$0	$0
6. Contractual	$73,792	$0	$73,792
7. Construction	$0	$0	$0
8. Other	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$192,726	$0	$192,726
10. Indirect Costs*	$0	$0	$0
11. Training Stipends	$0	$0	$0
12. Total Costs (lines 9-11)	**$192,726**	**$0**	**$192,726**

*Answer indirect cost questions on the summary page

BUDGET FORM: IMPLEMENTATION FUNDS

Note: Applicants may only use implementation funds after they have an executed contract and an executed facility agreement.

Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	TOTAL
1. Personnel	$0	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0	$0
3. Travel	$0	$5,750	$3,400	$3,400	$3,400	$15,950
4. Equipment	$79,250	$166,750	$182,000	$180,900	$177,500	$786,400
5. Supplies	$28,024	$36,550	$39,850	$40,450	$42,850	$187,724
6. Contractual	$0	$90,950	$74,750	$75,250	$76,250	$317,200
7. Construction	$0	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$107,274	$300,000	$300,000	$300,000	$300,000	$1,307,274
10. Indirect Costs*	$0	$0	$0	$0	$0	$0
11. Training Stipends	$0	$0	$0	$0	$0	$0
12. Total Costs (lines 9-11)	**$107,274**	**$300,000**	**$300,000**	**$300,000**	**$300,000**	**$1,307,274**

*Answer indirect cost questions on the summary page

Mississippi Global CSP Subgrant Budget Narrative—YEAR 1

Mississippi Global Academy requests a five-year grant award **totaling $1,500,000.00**. In Year 1 (ending September 30, 2025), the grant will be for $300,000.

**Please note "CSP Year" aligns with a school's grant years, not its launch year (Year 0, etc.) or the school year. Because CSP is a federal grant, the grant year is October-September.*

SUMMARY

Budget Categories	**CSP Year 1 2024**
Personnel	$98,000
Fringe	$17,934
Travel	$0
Equipment	$82,250
Supplies	$28,024
Contractual	$73,792
Construction	$0
Other	$0
Total Direct	$300,000
Indirect Costs	$0
Stipends	$0
Total Costs	$300,000

Annual Allocation by Category

Planning funds may not be spent after 18 months from the date of the award or after school opens and state and local funds are available, whichever comes first. Implementation funds may not be spent until the school has a charter AND a facility contract. ***Planning and***

implementation funds may be spent concurrently in the first year of a CSP award, prior to school launch.

Category	CSP Year 1
Planning	$192,726
Implementation	$107,274
TOTAL	**$300,000**

DIRECT COSTS

PERSONNEL

*Personnel includes salary only. Personnel expenses are planning expenses and are **only allowable** during the planning period.*

Summary

Mississippi Global Academy requests $98,000 in personnel costs for 3 employees. We calculate these costs by multiplying base salary by the percentage of time an employee will devote to allowable activities. All personnel costs are rounded to the nearest dollar.

Personnel	Year 1	Total
Principal Salary @ 66%	$87,000	$58,000
Instructional Coach Salary @ 33%	$58,000	$19,333
Director of Operations Salary @ 33%	$62,000	$20,667
TOTAL		**$98,000**

Employees

- ✔ Principal
  - *Base Salary*: $87,000 per year
  - *% FTE*: The Principal will contribute approximately 66% of their time to the launch of the school during the planning period. % FTE is calculated by

multiplying the full-time equivalency of an employee by the number of months the employee will work that percentage of the time. [100% time * 8 months (Nov '24 - Jun '25) = $58,000]

- **Principal Job Description:**

  Mississippi Global Academy (Mississippi Global), a newly founded 501(c)(3) nonprofit charter middle school, is recruiting a Founding Principal to serve as the founding School Leader of Mississippi Global Academy. Mississippi Global will be located in Bolivar County, MS and is based on an award-winning public charter school model.

  Mississippi Global utilizes a rigorous, internationally focused academic and cultural curriculum that integrates project-based learning, service learning, technology, blended learning, research-based academic intervention programs, and language acquisition to develop enterprising and competitive global citizens.

  Mississippi Global is seeking a motivated, committed, and experienced school administrator to serve as the founding leader at an inspiring and innovative educational institution based on an award-winning model. The Founding Principal must be committed to closing the opportunity gap. The Founding Principal will be the school leader overseeing program development and implementation, academics, school operations, and fostering/sustaining connections with the community.

  JOB RESPONSIBILITIES

  The Founding Principal is the school's leader and is responsible for fulfilling the school's mission and vision. The Founding Principal will achieve strong academic outcomes and foster a healthy school community that focuses on well-being, inclusion, and promoting social justice. Additionally, the Founding Principal will strive to build a lasting and sustainable organization by developing a pipeline of future leaders and creating systems for the ongoing retention and development of outstanding school teachers and staff.

  Initial Responsibilities of the Founding Principal will include, but are not limited to:

  - School Founding Leadership: Serve as the Founding School Leader for Mississippi. Effectively collaborate with stakeholders during the charter approval process and initial approval of the school. Build collaborative community, academic, and operations partnerships. Engage effectively

with all stakeholders, including but not limited to the school's Board, ESP, authorizers, financing entities, city, and state education bodies. Lead student, teacher, and staff recruitment efforts. Lead efforts to ensure that effective school policies and procedures are in place. Assist with all critical components needed to successfully lead a new school through and beyond its initial years of operation.

- Organizational Leadership: Serve as the head of Mississippi Global Academy, reporting to and developing a high-functioning relationship with the School's Board of Directors. Collaborate to develop and meet organizational goals. Lead school administrators, teachers, and staff in developing a positive school culture aligned with the school's mission, vision, and values. Create a culture of academic excellence, inclusion, and collaboration amongst the entire school community.

- Academic Leadership: Hire, manage, evaluate, and develop a team of committed educators capable of closing the opportunity gap and fostering academic excellence. Oversee the school's curriculum development and implementation, which will include a rigorous and engaging curriculum in all subject areas following the model provided by the school's ESP. The Founding Principal will develop educators to utilize research-based teaching methodologies, engage in differentiation, and ensure that instruction is data-driven. Collaborate with teachers and other educators to improve their teaching practice through professional development, coaching, and collaborative planning. Oversee academic scheduling, assessments, distance learning, and curriculum. Supervise the management of Mississippi Global's special education program, mental health services, and 504 plan (disability) obligations, including the special education department;

- Talent Management: Recruit, select, hire, and retain school staff, including teachers and school-based support staff. Continually monitor progress on all measures of school and staff performance using the evaluation framework provided by the Board. Provide supervision, training, and evaluation of all staff. Inspire a team that values diversity and inclusion to create and sustain a high- performing, equitable school environment that achieves the school's goals. Engage in leadership coaching and value constructive feedback to improve.

- Operations and Compliance Leadership: Provide leadership for the development and implementation of all school policies, including but not limited to health and safety, financial, operational and academic. Oversee all student recruitment and enrollment policies and activities. Manage operations staff to ensure that student transportation, food, and health services.

- Community Outreach: Serve as the school's liaison between the school's employees, families, and the community to create a welcoming and fully enrolled school community. Exhibit a high degree of professionalism in all elements of this position while serving as a contributing member of the Mississippi Global Academy team and a dedicated role model for other employees. Form and maintain critical community partnerships and liaison with the community as necessary, serving as the face and the voice of the organization.

- This Job Description may be modified at any time at the discretion of the Global Public Charter Foundation.

REQUIREMENTS

- Mississippi Certified Administrator
- Master's degree
- Three or more years as a classroom teacher AND
- Three or more years of academic leadership experience, including roles such as Chief Academic Officer, Principal, Assistant Principal, Instructional Coach, etc.
- Supervisory experience, preferably of teachers and other instructional staff, is required
- Teaching or school administration experience in Mississippi is preferred
- Demonstrated ability to work with students and families from diverse backgrounds
- Evidence of significant professional achievement

SUPERVISORY REQUIREMENTS

- This position has supervisory responsibilities.

✔ Instructional Coach

- *Base Salary*: $58,000 per year

- *% FTE*: The Principal will contribute approximately 33% of their time to the launch of the school during the planning period. % FTE is calculated by multiplying the full-time equivalency of an employee by the number of months the employee will work that percentage of the time. [100% time * 4 months (Mar '25 - Jun '25) = $19,333]

- **Instructional Coach Job Description**:

  Mississippi Global Academy, a nonprofit charter school in the Mississippi Delta, is recruiting an Instructional Coach to work with our teachers and students to ensure students are receiving MS CCRS-aligned lessons and to improve overall student performance. Mississippi Global is seeking motivated staff who are committed to the school's mission and will bring professionalism, collaboration, and dedication to the school environment.

  All staff are expected to work collaboratively within our professional learning community (PLC).

  JOB RESPONSIBILITIES
  - Instructional Leadership
    - Ensures a positive and appropriate learning environment that is stimulating, active, safe, and respectful and that incorporates a global focus, service learning, and project-based instruction
    - Monitors and supports activities of the instructional staff to ensure that classroom instruction and student achievement are consistent with the School's mission, core values, and academic goals
    - Models quality instruction and pedagogical strategies that are consistent with the School's mission, core values, and academic goals
    - Provides feedback on the performance of instructional staff as directed by the Principal
    - Collaborates with school leadership to provide effective feedback to teachers utilizing Danielson's model
    - Leads/Co-teaches courses as needed
  - Assessment
    - Collaborates with school leadership to manage a coherent, comprehensive assessment program that tracks student progress and identifies students' strengths and weaknesses

        - Analyzes and communicates to the entire school community school-wide student performance on standardized tests as directed by the Principal
        - Supports instructional staff in using a range of assessment tools, such as performance, norm-referenced, criterion-referenced, portfolio, and survey.
    - Professional Development
        - Serves on the professional development team, helping to plan school-wide and individual professional development plans for all teachers to ensure that they obtain and maintain the knowledge and skills necessary to achieve the School's goals
        - Identifies material and human resources to support the professional program
    - Academic Program Support
        - Maps and manages school curriculum
        - Collaborates with Achievement Network to effectively support teachers and other instructional staff
    - Other duties as assigned

REQUIREMENTS

- Bachelor's degree in Education or a related field; Master's degree preferred
- Minimum of 3 years of teaching experience, with a track record of effective instruction and student growth
- Expertise in content-specific pedagogy and instructional strategies
- Strong skills in data analysis, coaching, and providing constructive feedback
- Ability to build trusting relationships with teachers and support their professional growth

SUPERVISORY REQUIREMENTS

- This position has no supervisory responsibilities.

✔ Director of Operations

- *Base Salary*: $62,000 per year
- *% FTE*: The Principal will contribute approximately 33% of their time to the launch of the school during the planning period. % FTE is calculated by multiplying the full-time equivalency of an employee by the number of months

the employee will work that percentage of the time. [100% time * 4 months (Mar '25 - Jun '25) = $20,667]

- **Director of Operations Job Description:**
  Mississippi Global Academy, a nonprofit charter school located in the MS Delta, is recruiting a Director of Operations, an integral school leadership role. Mississippi Global is seeking a motivated, detail-oriented individual who will carry out the school's mission and bring professionalism, collaboration, and dedication to the school environment.

  JOB RESPONSIBILITIES
  - Act as the HR Department on all HR-related items, including but not limited to:
    - Recruitment and Staffing
    - Employee Relations
    - Policies and Procedures
    - Compliance
    - Benefits Administration
    - Training and Development
    - Payroll
    - Vendor Management
  - Manage student enrollment and work closely with the Principal to ensure 100% compliance with the enrollment audit
  - Manage compliance, including student attendance, school reports required by the State and authorizer, and other compliance pieces as directed by the Principal. The employee's role will be instrumental in ensuring our school operates within the necessary guidelines.
  - Collaborate with the Principal to develop and communicate key policies for the school
  - Oversee the National School Lunch Program, which will include all food orders and compliance
  - Manage Operations Associate
  - Lead Student Recruitment Team on marketing materials for student recruitment
  - Streamline process for various systems, including but not limited to:
    - Student Computers
    - Field Trips
    - Supply Ordering
    - Virtual Visits
  - Oversee all facilities-related activities

- Manage student transportation
- Oversee the management of school technology
- Assist in the management of front office duties to ensure that they are streamlined
- Manage teacher supplies along with other operations staff
- Assist in managing health and safety compliance for the school
- Serve as an essential worker for the school
- Manage the school's website and social media
- Other duties as assigned

REQUIREMENTS

- Bachelor's Degree is required
- Five years of experience in school operations
- One to two years of direct supervisory experience required
- Proficiency in Microsoft Excel and Google Office required

SUPERVISORY REQUIREMENTS

- This position has supervisory responsibilities.

FRINGE

Like personnel, fringe may only be claimed during the planning period.

Summary

Mississippi Global Academy requests $17,934 in fringe benefits for personnel supported by the grant. We estimate fringe benefits for Mississippi Global Academy at 18.30% of personnel cost per employee per year for 3 employees. Fringe is calculated as follows: *Personnel cost * [18.30]%, rounded to the nearest dollar*.

Fringe	Year 1	Year 2	Total
Principal	$10,614	$0	$0
Instructional Coach	$3,538	$0	$0
Director of Operations	$3,782	$0	$0
TOTAL	**$17,934**	$0	$0

TRAVEL

Travel items may be planning or implementation items. Implementation travel MUST NOT be recurring travel but necessary for the next phase of school growth.

Mississippi Global requests $15,950 for travel-related expenses during Years 2-5 for three staff people to visit three high-performing Mississippi charter schools to see Mississippi charter school operations and academics in person and for three people and two other key staff members to visit Washington Global in Washington, DC, to learn mission-based programming and services.

Travel	Year 1
N/A	$0
TOTAL	**$0**

- In Years 2-5, three staff members will visit three high-performing Mississippi charter schools. The cost is calculated based on: $0.67 per mile reimbursement, 50 miles, $50/day per diem for 1 day; plus an additional $450 in Year 2 for inflation.
- In Years 2-5, a total of five staff members will visit Washington Global, a Blue Ribbon School in Washington, DC, operating with a similar mission and vision. The cost is calculated based on $300 roundtrip flight from Mississippi to Washington, DC, $250/night lodging for two nights, $50/day per diem for three days,

EQUIPMENT

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit or total acquisition cost of bulk purchase which

equals or exceeds the lesser of $5,000 or the capitalization level established by the school for financial statement purposes. Equipment is almost always considered an implementation cost.

Mississippi Global requests a total of $789,400 for equipment.

Equipment	Planning	Implementation	TOTAL
Classroom Furniture	$0	$182,000	$182,000
Admin Furniture	$0	$3,000	$3,000
Student Computers	$0	$262,500	$262,500
Staff Computers	$3,000	$68,900	$71,900
SMART Boards	$0	$150,000	$150,000
STEM Labs, Maker Spaces	$0	$100,000	$100,000
Copiers	$0	$20,000	$20,000
TOTAL	$3,000	**$786,400**	**$789,400**

Budget Details:

- Classroom Furniture: Desks, chairs, et al - $7,000 per NEW classroom
    - Y1: 5 Classroom (5 net new)
    - Y2: 9 classrooms (4 net new)
    - Y3: 17 classrooms (8 net new)
    - Y4: 22 classrooms (5 net new)
    - Y5: 26 classrooms (4 net new)
- Admin Furniture: $3,000 for start-up
- Student Computers:
    - Chromebooks $250 each x # of NEW net enrollment each year; 3-year replacement cycle
        - Y1: 125 enrolled (125 net new)
        - Y2: 200 enrolled (75 net new)
        - Y3: 300 enrolled (100 net new)
        - Y4: 375 enrolled (75 net new)
        - Y5: 450 enrolled (75 net new)
    - Student desktops - computer labs - $1,000 per laptop x 25 laptops
- Staff Computers:

    - Staff laptops up to $1,000 each x 3 planning year staff
    - Staff laptops up to $1,000 each x # of NEW staff each year; 3-year replacement cycle
        - Y1: 13 Staff (13 net new)
        - Y2: 18 Staff (5 net new)
        - Y3: 29 Staff (11 net new)
        - Y4: 36 Staff (7 net new)
        - Y5: 41 Staff (5 net new)
- SMART Boards:
    - SMART Boards $5,000 per unit, 1 for each classroom
        - Y1: 5 Classroom (5 net new)
        - Y2: 9 classrooms (4 net new)
        - Y3: 17 classrooms (8 net new)
        - Y4: 22 classrooms (5 net new)
        - Y5: 26 classrooms (4 net new)
- STEM Labs, Maker Spaces: $25k per lab or maker space
- Copiers: (2)-qty copiers purchased (NOT leased); $10k each

SUPPLIES

Supplies include all tangible personal property other than those described in the definition of Equipment. ***An item is a supply if the acquisition cost of an item or the bulk purchase is less than the lesser of $5,000 or the capitalization level established by the school for financial statement purposes.*** *Supplies may include planning and implementation expenses; however, any supplies for school operations are implementation expenses ONLY. Only one-time, start-up costs are allowable; consumable supplies or subscriptions (e.g., workbooks, software licenses) are only allowed as a one-time, start-up cost and may only be charged each year if necessary for the start-up related to a growth in student population.*

Mississippi Global requests a total of $187,724 for supplies, $0 in planning, and $187,724 in implementation.

Supplies	Planning	Implementation	TOTAL
Textbooks/Workbooks	$0	$70,000	$70,000
Student Assessments	$0	$22,500	$22,500

Supplies	Planning	Implementation	TOTAL
Classroom Materials	$0	$50,675	$50,675
Office Supplies	$0	$44,549	$44,549
TOTAL		$187,724	$187,724

Planning

✔ We plan to purchase the following items throughout the planning phase of the grant:

- Textbooks / Workbooks: $0
- Student Assessments: $0
- Classroom Materials: $0
- Office Supplies: $0

Implementation

✔ We plan to purchase the following items for Year 1 implementation of the grant:

- Textbooks / Workbooks: $12,500
  - $75 per new student, $25 per all student
- Student Assessments: $0
- Classroom Materials: $14,375
  - $75 per new student, $1,000 per new classroom
- Office Supplies: $1,149
  - $350 per staff FTE; less in start-up year

CONTRACTUAL

Contractual items include both planning and implementation items. Implementation items MUST NOT include recurring operational costs.

Summary

Mississippi Global proposes to spend $73,792 on contractual services for Year 1.

Contract Purpose	Planning	Implementation	Total
Education Service Provider (ESP)	$24,000	$108,000	$132,000
Community Outreach / Student Recruitment	$15,000	$80,000	$95,000
Marketing / External Affairs	$5,000	$20,000	$25,000
Real Estate / Facilities	$5,000	$10,000	$15,000
Professional Development	$0	$31,000	$31,000
Staff Recruitment	$0	$52,000	$52,000
Learning Management Software	$0	$16,200	$16,200
Accounting & Audit	$10,000	$0	$10,000
Insurance	$3,500	$0	$3,500
Rent	$7,292	$0	$7,292
Utilities	$4,000	$0	$4,000
TOTAL	**$73,792**	**$317,200**	**$390,992**

✔ CSP Year 1 Planning:

- Education Service Provider (ESP):
  - 9% of revenue (CSP grant only); includes curriculum and instruction planning, PD and training, etc.; $3k discount in Y1
- Community Outreach / Student Recruitment:
  - includes comprehensive community outreach and student recruitment efforts: marketing materials, advertising, community events, and targeted outreach activities to effectively promote the school and engage diverse families in our target area
- Marketing / External Affairs:
  - in Y1, may include website design.
  - Other expenses include comprehensive outreach, recruitment, and community engagement activities
- Real Estate / Facilities:
  - in Y1, may include lease negotiation & legal review for initial facility for operating year 1;

    - in Y2, includes facility identification, lease negotiations for permanent facility for operating year 2
- Professional Development:
    - individualized PD - $250 per FTE
- Staff Recruitment:
    - $750 per NEW FTE, $250 per all FTE
- Learning Management Software:
    - $125 per student, 130 licenses for Year 2
- Accounting & Audit:
    - Services in Y1
- Insurance:
    - D&O and basic liability during start-up year
- Rent:
    - 2 months of rent (July-August 2025)
- Utilities:
    - 2 months of utilities (July-August 2025)

- *Contractual*: [IF CONTRACTUAL WORKERS INCLUDED, LIST SAME INFO AS FOR PERSONNEL.]

Contractual Employees	Year 1	Total
N/A	N/A	N/A
TOTAL	N/A	N/A

✔ CSP Year 1 Implementation:

- N/A

CONSTRUCTION

Mississippi Global is not requesting any construction costs.

OTHER

Mississippi Global is not requesting "other" costs.

INDIRECT

Mississippi Global is not requesting indirect costs.

STIPENDS

Mississippi Global is not requesting any stipends (e.g., general living expenses).

Proposal Cover Sheet (New and Existing Operators)

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: Mississippi Global Academy
Primary contact person: Elizabeth Torres
Mailing address:
Street/PO Box: 525 School Street SW c/o GPCF
City: Washington ***State:*** DC ***Zip:*** 20024
Phone Number: ***Day:*** (917) 312-1780 ***Evening:*** (917) 312-1780
Email: Liz.shook@gmail.com

Names, roles, and current employment of all persons on applicant team (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Janelle Jeter-Smiley	Dean of Students, Sun Prairie Area School District	Board Vice-Chair
Elizabeth Torres, Ed.D.	CEO/ Co-Founder, Washington Global Public Charter School	Global Public Charter Foundation (ESP) President and Board Member
Thomas Porter	Charter School Finance and Facilities Consultant	Facilities Support
Modestine Davis	Director of Curriculum and Instruction, Washington Global Public Charter School	
Diana Gabriel	Director of Operations, Washington Global Public Charter School	
Omolara Magassouba	Director of Intervention, Washington Global Public Charter School	

Do any of the following describe your organization, or the school/campuses proposed here?

☐ Seeks approval for multiple campuses under a single charter.
☐ Already operates schools elsewhere in the US.
☒ Will contract or partner with an education service provider. *If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.*

If so, identify the provider: Global Public Charter Foundation
☐ This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant meets the definition of an existing operator, the applicant must complete the Existing operator application. If the applicant intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Education Service Providers. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐Yes ☒No *If yes, complete the table below, adding lines as needed.*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☐Yes ☒No *If yes, complete the table below, adding lines as needed.*

Planned School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved but scheduled to open in additional years?
☐Yes ☒No *If yes, complete the table below, adding lines as needed.*

Authorizer	# of Schools	City(s)	State

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name	Grades served: year one	Grades served: capacity
Mississippi Global Academy	4	12

Proposed Location	
School District: *Identify the school district where the charter school will be located.*	**West Bolivar Consolidated School District**
School District Accountability Grade:	**F**
Address of identified facility *if applicable*:	**N/A**

District Demographic Information	**%FRL:** >95%	**%SpEd:** 16%	**%ELL:** 0%
Proposed School Projected Demographic Information	**%FRL:** >95%	**%SpEd:** 16%	**%ELL:** 0%

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☐ Arts	☒ College Prep	☐ Language Immersion	☐ STEM
☒ Blended Learning	☒ Other (*list*):International/ Global Focus	☐ Military	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: _____

Current employment: _____

Phone Number: ***Day:*** _____ ***Evening:*** _____

Email: _____

Campus Enrollment Projection:

Grade Level	Year 1 July 2025– June 2026	Year 2 July 2026– June 2027	Year 3 July 2027 – June 2028	Year 4 July 2028 – June 2029	Year 5 July 2029 – June 2030

K					
1					
2					
3					
4	75	75	75	75	75
5	50	75	75	75	75
6		50	75	75	75
7			75	75	75
8				75	75
9					75
TOTAL	125	175	300	375	450

SCHOOL OVERVIEW

Mississippi Global Academy (Mississippi Global) is a proposed nonprofit charter school serving students in grades 4-12 in the Mississippi Delta region. The school aims to provide a high-quality, internationally-focused education that equips students with the skills and knowledge necessary to succeed in an increasingly interconnected world.

MISSION.

Mississippi Global's mission is to cultivate globally competitive students through a rigorous, internationally-focused academic program, which integrates foreign language acquisition, project-based learning, service learning, research-based academic interventions, and technological skills.

VISION.

Mississippi Global envisions a school where all students, regardless of background, are empowered to reach their full potential and graduate prepared for success in college, career, and global citizenship.

EDUCATIONAL NEED AND ANTICIPATED STUDENT POPULATION.

Mississippi Global will locate in the West Bolivar Consolidated School District and serve students throughout Bolivar County. The district and its neighboring district, North Bolivar Consolidated School District, have consistently received "D" or "F" ratings according to the Mississippi Statewide Accountability System, highlighting the need for high-quality educational options. The anticipated student population is expected to be primarily African American, with a significant portion qualifying for free or reduced-price lunch. Many students may enter the school with academic skill gaps, particularly in reading and math, which the school is prepared to address through targeted academic interventions and support services.

EDUCATION PLAN/SCHOOL DESIGN.

Mississippi Global's education plan is modeled after Washington Global Public Charter School, a U.S. Department of Education National Blue Ribbon School recognized for closing achievement gaps. Through Mississippi Global's relationship with the Global Public Charter Foundation the school will have access to this award-winning model. Key elements include:

- Rigorous, standards-aligned curriculum focused on college and career readiness
- Blended learning model with adaptive technology and personalized instruction
- Project-based and service-learning opportunities for critical thinking and global awareness
- Focus on equity and inclusion of all learners
- Intensive academic interventions and support services for struggling students
- Focus on foreign language acquisition and global competencies.

The success of this model in serving a diverse, high-need student population provides strong evidence that it will effectively improve academic achievement for targeted students in the Mississippi Delta.

COMMUNITY ENGAGEMENT.

Mississippi Global has established relationships with local organizations, such as the Boys & Girls Club of the Mississippi Delta, to assess demand and build support. The governing board includes individuals with deep community ties, such as Pastor Tony Anderson, who provide valuable insights into the local educational landscape. Outreach activities, including meetings with community leaders, discussions with local families, and information sessions, have revealed strong interest in and support for a high-quality educational option that prepares students for success in a global context.

LEADERSHIP AND GOVERNANCE.

The Mississippi Global governing board brings diverse expertise in education, nonprofit management, community engagement, business, law, and operating high-performing charter schools. Their

deep understanding of the local community positions the school for success in opening and sustaining a transformative educational option for students in the Mississippi Delta.

Name	Current Job Title & Employer	Position with Proposed School
Lysa Scott	Coach Impact Lead, Achievement Network	Board Chair
Janelle Jeter-Smiley	Dean, Sun Prairie Area School District	Board Vice Chair
Kennard Speed	Managing Director, Alumni Affairs, Teach for America of the Grater Delta	Board Secretary
Lindsay Dawson	Marketing Manager II, JAMA Network	Board Treasurer
Tony Anderson	Science Teacher, Sunflower Consolidated School District, and Pastor of Azion Missionary Baptist Church	Board Member
Tony Gann	Retired Teacher- Various MS Districts	Board Member

ENROLLMENT SUMMARY

Grade Level	Year 1 (25-26)	Year 2 (26-27)	Year 3 (27-28)	Year 4 (28-29)	Year 5 (29-30)
4	75	75	75	75	75
5	50	75	75	75	75
6		50	75	75	75
7			75	75	75
8				75	75
9					75
Total	**125**	**175**	**300**	**375**	**450**

ENROLLMENT RATIONALE.

Mississippi Global will launch in the 2025-2026 school year, initially serving 125 students in grades 4 and 5. This focused approach allows for a strong start and personalized attention during the school's inaugural year. The school will then gradually expand by one grade level annually, reaching grades 4-9 by year 5.

Mississippi Global will provide a high-quality secondary school option for families in the West Bolivar Consolidated School District and surrounding communities. These areas currently face limited access to high-performing schools, as evidenced by the district's "F" rating and the neighboring North Bolivar Consolidated School District's "D" rating in the Mississippi Statewide Accountability System. All three of West Bolivar's three schools are rated a "D" or an "F." Please see school ratings below:

School	Rating	Grade Band
West Bolivar Elementary	F	K-6
McEvans School	F	K-6
West Bolivar High School	D	7-12

With a combined enrollment of over 1,700 students in North Bolivar and West Bolivar, and an additional 2,818 students in the "C"-rated Cleveland School District, there is ample student population for Mississippi Global Academy to draw from that is currently enrolled in average or failing school districts. Mississippi Global aims to provide a compelling educational alternative for families seeking a school that can empower their children to succeed by offering a rigorous academic program, innovative teaching methods, and a commitment to global citizenship.

SECTION 1: EDUCATIONAL PROGRAM DESIGN & CAPACITY

PROGRAM OVERVIEW.

Mississippi Global Academy (Mississippi Global) is a rigorous, internationally-focused nonprofit charter secondary school that will serve students in grades 4-12. The school utilizes Washington Global Public Charter School's model. Washington Global Public Charter School (Washington Global) is a U.S. Department of Education National Blue Ribbon School serving an at-risk student population. It has won numerous awards for significantly increasing its students' academic achievement and closing the academic achievement gap. Mississippi Global's founders are committed to bringing this exemplary school model to the Mississippi Delta to provide the community with the option to attend a high-performing middle school that prepares students for high school and beyond.

Mississippi Global will offer all students access to a rigorous college preparatory academic experience encompassing an internationally-minded curriculum to foster the critical skills students need to be globally competitive. The applicant team believes that global competitiveness is exhibited through foreign language acquisition, strong technology skills, well-honed problem-solving capabilities, rigorous core academic skills acquisition, and the development of students' concept of global citizenship. In addition, Mississippi Global will hold students to high academic expectations and provide them with research-based academic intervention programming necessary to ensure that they make significant academic growth.

Mississippi Global's model includes several non-negotiable elements critical to the model's ability to ensure student academic growth and achievement and foster the development of competitive global skills. These approaches are based on those that have been implemented with significant success at Washington Global and have been proven to close the academic achievement gap. These educational approaches include:

Promoting High Academic Expectations to Promote College and Career Readiness.

Mississippi Global will provide a high-quality, rigorous academic program focusing on core academic content to ensure all students are college- and career-ready. Research shows that high academic expectations influence student achievement and that high teacher expectations can raise student achievement (Van der Werf, 2018). Mississippi Global will implement the Mississippi College- and Career-Readiness Standards (MS CCRS) in English Language Arts (ELA), math, social studies, and science. The MS CCRS provides a rigorous framework that is "robust and relevant to the real world" and hones skills critical for global economic success (MS CCRS, page 8). Implementing these standards supports Mississippi Global's mission to cultivate successful college- and career-ready students.

Mississippi Global's applicant team has high expectations for its students and will ensure that all students engage with the MS CCRS. However, the applicant team also realizes that some students, particularly students with disabilities and English Learners (ELs), will require targeted intervention, scaffolding, and differentiation to access the MS CCRS. These supports will be embedded within the core academic class and will also be provided through research-based intervention programs.

Research-based Academic Interventions.

Mississippi Global is committed to a research-based academic model that integrates a variety of evidence-based intervention programs into its core curriculum across all grade levels. The applicant team possesses extensive experience in supporting students who require intensive academic assistance by implementing research-based interventions in math and ELA and tracking student progress through data analysis.

Grades 4-8.

For mathematics instruction, students will utilize both iReady and IXL. iReady, a personalized intervention program, combines blended learning and direct instruction to create individualized learning

paths for students, incorporating diagnostic tools, system-generated lessons, and teacher-led instruction (Curriculum Associates, 2020). IXL, a computer-based program, provides personalized, skills-based lessons aligned with standards, and research has shown that regular use of IXL Math leads to improved performance on statewide standardized assessments (Schonberg, 2023). In English Language Arts (ELA), students will engage with iReady and Lexia Core5. Lexia Core5 is a computer-based reading intervention program grounded in the Science of Reading principles. It offers developmental reading instruction for all levels and has been proven to accelerate reading growth, with 54% of students achieving two or more years of growth in one school year (Lexia, 2023)

High School.

High school math students will continue to utilize IXL for personalized, skills-based intervention. For ELA, Mississippi Global will adopt a highly effective secondary reading program currently implemented at Washington Global. This program incorporates instructor-led literacy interventions based on the Science of Reading, utilizing research-based programs, such as the Wilson Reading System (WRS) and Lexia PowerUp Literacy. The WRS, a Tier 3 structured reading intervention, has demonstrated efficacy in improving student achievement, particularly in alphabetics (What Works Clearinghouse, 2007). Lexia PowerUp Literacy, designed for middle and high school students, offers engaging instruction with continuous progress monitoring and has been found to improve reading outcomes for diverse learners, including students with disabilities and English language learners (Lexia PowerUp, 2023).

Additional Support.

Across all grade levels, students identified as needing additional support will receive intensive, small-group interventions tailored to their specific areas of need. These interventions will be based on a comprehensive assessment of each student's strengths and weaknesses, ensuring a personalized approach to academic support.

Blended Learning.

Blended learning is a cornerstone of Mississippi Global's academic program that will improve student achievement and hone students' technology skills. According to Watson (2013), blended learning integrates face-to-face and online learning to help enhance the classroom experience and extend learning through the innovative use of information and communications technology. Blended learning, particularly the station rotation model, has also been shown to increase student achievement in diverse school districts (Fazal & Bryant, 2019). Mississippi Global's blended learning model will be used across core contents to foster student engagement and academic growth in all grades. Blended learning has been highly effective at Washington Global, increasing student growth on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment from SY 2017-2018 to SY 2018-2019 by approximately 12 Median Growth Percentage (MGP) points. The school continued to grow following SY 2018-2019, leading to its multiple awards for student growth and achievement.

Project-based Learning.

To support the school's educational philosophy, Mississippi Global will employ project-based learning (PBL) as one of the major educational approaches. PBL enables students to participate in an extended process of inquiry in response to a complex problem, challenge, or question (Buck Institute for Education, 2013). PBL promotes inquiry-based learning, a fundamental instructional method requiring students to enact knowledge to solve problems (Miller & Krajcik, 2019). PBL is an important instructional method because it prepares students for college and careers by fostering deep thinking, problem-solving, collaboration, and communication (Miller & Krajcik, 2019). Through its flexibility, this model benefits all students, including students with disabilities, ELs, and gifted learners, and it accommodates all learning abilities.

Service Learning.

Service learning is a cornerstone element of Mississippi Global's programming. It allows students to engage in a project in the community and globally, solve complex problems, and engage in critical thinking within the real world. Research shows that service learning is an effective method of instruction for students who learn best through real-world connections and has positive outcomes for middle students (Hart, 2006; Farber, 2017). Service learning was found to increase students' empathy, engagement, and civic responsibility (Farber, 2017). Projects will be authentic, student-driven, and aligned with the principles of the National Youth Leadership Council Service Learning Standards (NYLC, 2020). Projects can be community-based or international, aligning with Mississippi Global's mission to connect to the local community and foster conscientious global citizens.

International Educational Programming.

Mississippi Global prioritizes international educational programming to develop students' global competitiveness. All grades 4-12 students will participate in foreign language courses designed to foster language proficiency and cultural understanding. The specific language offered will be tailored to the local community's needs and preferences. Students in grades 6-8 will engage in the International Middle Years Curriculum (IMYC), a project-based curriculum, which integrates neuroscience and cognitive psychology principles. The IMYC's thematic units focus on topics, such as resilience, conflict resolution, promoting cultural awareness, global competence, and student engagement across diverse student populations and backgrounds (IMYC, n.d).

Including international programming aligns with Mississippi Global's mission to develop globally-minded citizens. Research highlights the importance of global citizenship education in preparing students for an increasingly interconnected world, enhancing their understanding of global issues, promoting respect for diverse perspectives, and positively impacting academic achievement (Reimers et al., 2017). Mississippi Global's Global Studies program for high school students offers courses and experiential learning opportunities focused on global themes, such as international relations, cultural studies, and sustainable development. Mississippi Global aims to empower graduates to become active contributors to a more interconnected and equitable world by equipping students with the knowledge, skills, and dispositions necessary for informed global citizenship.

Universal Design for Learning (UDL).

Mississippi Global's learning environment will include the guidelines of Universal Design for Learning (UDL), an approach to teaching and learning that creates a flexible environment to meet all students' learning needs (CAST, 2018). It fosters differentiation in content presentation and student expression. The guidelines include multiple means for the learner to be engaged, various means of representation, and for students' action and expression (CAST, 2018). Incorporating UDL provides differentiation and stimulates a student's interest and motivation for learning.

Evidence of School Model's Success.

Mississippi Global's key elements are based on the highly effective and award-winning Washington Global school model, which has successfully closed the achievement gap and promoted academic excellence among a diverse student population. By extending this model to grades 9-12, Mississippi Global aims to create a seamless educational experience that supports students' growth and development throughout their secondary education. The success of Washington Global's model is evident through numerous recognitions:

1. Named a U.S. Department of Education National Blue Ribbon School in 2023 for outstanding academic achievement and progress toward closing the achievement gap.
2. Awarded the prestigious EmpowerK12 Bold Performance Schools Award in 2022 for increasing student academic achievement and for achieving the highest ELA scores of any comparable school.
3. Ranked as the sixth-highest-performing middle school in Washington, D.C., out of 69 schools in the 2023 DC Report Card.

4. Featured in EmpowerK12's Problem Solving Math Education in the District: Strategies for a Brighter Math Future 2024 for the school's top-ranking math growth.

Including a comprehensive Global Studies program in grades 9-12 is a natural progression of the school's emphasis on global competencies and international programming. As students move into higher grade levels, they are developmentally ready to engage with more complex global issues and take on greater responsibility for learning and civic engagement. By providing a rigorous and supportive learning environment, personalized attention, and opportunities for global engagement, Mississippi Global aims to empower high school students to reach their full potential and prepare them for college, career, and life success. The consistent recognition of Washington Global's success in serving a diverse and high-need student population underscores the effectiveness of its educational model, which Mississippi Global will implement to extend these positive outcomes to students in grades 9-12.

CURRICULUM AND INSTRUCTIONAL DESIGN

Basic Learning Environment.

Mississippi Global's instructional design centers on several key research-based strategies:

- Project-based learning (PBL): Students will actively engage in real-world, problem-based projects that address Mississippi state standards while developing critical thinking, collaboration, and problem-solving skills.
- Blended learning: Technology will enhance instruction across subjects. Blended approaches in core areas, like math and reading, provide remediation and enrichment based on individual needs.
- I Do, We Do, You Do instruction: First, the teacher provides Direct Instruction (DI) to clarify fundamental concepts, which will be strategically balanced with other learning modalities. DI is described as “highly structured and explicit instructional approach focused on mastery of foundational skills” (Stockard et al., 2018). Students then participate in Guided Practice as a whole group, small group, or collaborative exercise. Finally, the students practice the concept independently. Within this model, “ teachers shift the cognitive load from teacher-as-model to shared work and, ultimately, to independent student work and application" (Fisher & Frey, 2014).
- Inquiry-based learning: Inquiry-based learning (IBL) is “a teaching approach in which students are actively involved in asking questions, processing information, and developing knowledge through a process of structured investigation"(Buck Institute). This aligns with Mississippi's emphasis on fostering curiosity and deeper understanding.
- Universal Design for Learning (UDL): Curriculum and instruction will offer multiple entry points, diverse representation, and flexible options to promote learning for all students, recognizing Mississippi's commitment to equity.

Class Size and Structure.

Mississippi Global will maintain class sizes of approximately 20-25 students operating in a cohort rotation system for grades 4-8. Student cohorts will travel together to core classes and electives, building community while tailoring instruction to academic needs like additional reading support. In high school, cohorts become more flexible to align with students' graduation and career goals. Each class has a lead teacher, with core math and ELA, and a special education co-teacher for an interactive, collaborative environment facilitating differentiation and personalized support. This intentional structure and reasonable class size promote Mississippi's dedication to student success through an engaging yet targeted instructional model designed to meet the diverse needs of all learners.

Curriculum Design and Alignment with Mississippi’s State Standards.

Mississippi Global's curriculum has been designed to exceed Mississippi College and Career Readiness Standards (MS CCRS) while equipping students with essential 21st-century skills for global citizenship and lifelong learning. Please see the Core Subject Curricula section below.

Core Subject Curricula

English Language Arts.

Mississippi Global's English Language Arts (ELA) program offers students an engaging and personalized learning experience that promotes inclusivity and diversity. Building on Expeditionary Learning's (EL) Common Core-aligned model, we use captivating texts to inspire students and help them take charge of their education. Our thematic units provide a holistic learning experience, exploring complex social issues, promoting self-awareness, and guiding the development of personal values, which integrates with a rigorous focus on strengthening foundational reading and writing skills.

We understand that our students have unique learning needs. Our teachers will carefully modify and adapt the curriculum to ensure it is accessible and culturally meaningful, just as Washington Global teachers did in 2019 when they added a Harlem Renaissance unit to the 7th-grade curriculum, offering a resonant historical experience for a diverse student population.

Mississippi Global's ELA approach balances literary and informational text standards with regular summative assessments aligned with the EL curriculum to monitor student progress. Ongoing formative assessments inform our instruction, helping us provide focused support and shape future learning units. We empower students through data-driven practices like self-assessment with rubrics, SMART goal setting, and flexible tasks that allow them to showcase their knowledge. Benchmark norm-referenced assessments and the annual MAAP exam ensure rigorous standards alignment.

Our 4th-8th grade students use the Expeditionary Learning (EL) curriculum. Paperback versions of core texts and online access to modules, units, lessons, and shorter readings through UnboundEd provide comprehensive resources. The EL curriculum aligns with Mississippi College- and Career-Readiness Standards and broadly with the Achievement Network. Benchmark testing occurs twice yearly, with all students taking the MAAP exam in May.

For grades 9-12, our school will consider utilizing McGraw Hill's StudySync ELA curriculum if it aligns with the school's enrolled student population's needs. This comprehensive program offers flexibility with thematic units, novel studies, teacher-created units, and chronological literature options. Students will access a vast library of classic and contemporary texts, engage in rigorous writing and research practice, and benefit from automatically embedded scaffolds for personalized learning and support.

Curriculum Structure and Support: Each grade level's curriculum is organized into quarter-long modules, further subdivided into three units. Units contain 5-20 lessons and include mid-unit and end-of-unit assessments. "Module-at-a-glance" and "unit-at-a-glance" charts offer more detail, and EL Education provides helpful overviews. Lessons are intended for 45-55-minute blocks but often require additional time. Teachers dedicate four days a week to EL curriculum delivery (Wednesdays focus on iReady intervention). Understanding the curriculum's demands and our students' needs, we emphasize thoughtful restructuring and differentiation with appropriate teacher planning time.

Mississippi Global ELA teachers focus on three modules rather than four per year. This approach allows for greater teacher flexibility and in-depth exploration of key texts and standards. We provide teachers a pacing calendar for the initial module, including suggested lesson timing and assessment dates. Additionally, a curriculum map gives a broad yearly outline of texts, guiding questions, and assessments. Teachers collaborate closely with the instructional coaches to determine ideal lesson pacing, ensure effective curriculum implementation, and make necessary adjustments.

Beyond the ELA Classroom: Alongside regular ELA instruction, we offer targeted reading intervention classes to support students who need additional help reaching grade-level proficiency. We utilize research-backed methods, such as Lexia and the Wilson Reading System. Data-driven groupings

optimize the impact of these individualized and small-group sessions. Literacy development is a priority across Mississippi Global. All subject area teachers incorporate Mississippi College- and Career-Readiness Standards (MS CCRS) for reading and writing into their lessons, strengthening the skills developed in ELA classrooms.

This approach is demonstrably effective. Washington Global's impressive ELA scores on the Partnership for Assessment of Readiness for College and Careers (PARCC) exam garnered recognition from the research organization EmpowerK12. Our school outperformed traditional public and charter schools, with at-risk student populations exceeding 30%.

Math.

Mississippi Global sets a high bar for student achievement in mathematics, focusing on problem-solving, critical thinking, and mathematical fluency. Our core curriculum, Eureka Math, provides a strong foundation aligned with MS CCRS. Teachers expertly adapt and scaffold this curriculum to ensure it effectively meets the diverse needs of our learners.

Curriculum Structure and Support: We embrace a blended learning model, utilizing supplementary platforms like IXL for personalized instruction. This approach allows for targeted differentiation, supporting each student's unique learning path. Regular formative and summative assessments, including daily exit tickets, quarterly unit exams, and standards-aligned ANet assessments, guide our instruction and inform our acceleration strategies. The annual MAAP assessment will provide a comprehensive measure of student mastery.

Our blended learning model creates a flexible environment with three rotating stations: I Do, We Do, You Do, collaboration, and independent computer-based learning. Teachers tailor each station to meet specific group needs, from focused mini-lessons to collaborative challenges and individualized practice on IXL. This approach has proven successful, significantly increasing Washington Global's statewide standardized math scores since its 2018 implementation.

Beyond the Math Classroom: Project-based learning brings math to life at Mississippi Global. Students connect concepts to real-world situations through projects like designing murals using ratios or crafting business plans with percentages, deepening understanding and making math relevant.
Teachers benefit from shared planning time to discuss differentiation strategies, analyze data, and share best practices. Our dedicated instructional coach will provide weekly classroom observations and tailored instructional support, including co-teaching model refinement, curriculum feedback, differentiation techniques, and effective technology integration. This ongoing support ensures that our team is continually equipped to address the diverse needs of every math learner.

This math model is highly successful. Washington Global began to utilize this model in 2018. That year, the school made significant progress in math. The school's Median Growth Percentile (MGP) for nearly every subgroup outperformed the sector in SY 2018-19. Moreover, the school's at-risk student MGP exceeded the MGP for all students. Additionally, in March 2024, Washington Global was featured in EmpowerK12's organization's Problem Solving Math Education in the District: Strategies for a Brighter Math Future 2024 for the school's top-ranking math growth among all schools in Washington, DC.

Science.

At Mississippi Global, students embark on a comprehensive science journey emphasizing critical thinking, scientific inquiry, and the interconnectedness of science, technology, engineering, and math (STEM). We recognize the importance of STEM in a global economy, and our focus on global leadership inspires students to apply scientific knowledge to address challenges within their communities and beyond.

Our dynamic science program aligns with the Mississippi College—and Career-Readiness Standards for Science. We utilize the STEMScopes curriculum to provide a robust learning foundation for our 4th-8th-grade students and Amplify for our 9th-12th-grade students. Our younger students engage

deeply with physical, life, and earth sciences, preparing them for assessments culminating in their 5th—and 8th-grade years. Formative and summative assessments track student progress throughout the program.

Curriculum Structure and Support: STEMscopes is a comprehensive, hands-on science curriculum designed to engage students in rigorous, inquiry-based learning aligned with Mississippi College and Career Readiness Standards. The key reasons STEMscopes is the ideal choice for our 4th - 8th grade students include the following:

- Real-world phenomena anchor each unit, sparking curiosity and driving student-led exploration.
- STEMscopes weaves the 5E Model (Engage, Explore, Explain, Elaborate, Evaluate) with targeted "Scopelets" for focused skill-building to support diverse learners.
- Promotes scientific literacy through reading, writing, and argumentation, critical skills for Mississippi students.
- Provides a balance of engaging labs, interactive simulations, and rich engineering activities, fostering a multi-sensory approach to science discovery.
- Offers built-in differentiation for English Learners and varying ability levels for inclusive learning.

Amplify Science program is a comprehensive curriculum designed to foster deep scientific understanding and prepare students for success in college, careers, and beyond. It is specifically designed to address the MS CCRS in science through a hands-on, phenomena-based approach allowing students to explore scientific concepts through investigations, problem-solving, and collaborative activities. The curriculum emphasizes critical thinking, scientific argumentation, and the ability to apply knowledge to real-world challenges, exceeding the expectations of the MS CCRS.

Beyond the Science Classroom: Moreover, STEMscopes fosters the critical thinking, problem-solving, and collaboration skills crucial for success in STEM fields and beyond. It encourages students to think and act like scientists. Beyond memorizing facts, they create models, design and execute investigations, and draw conclusions from data. We bring science to life with engaging lab activities. Skills and standards build upon each other throughout middle school, creating a cohesive and enriching experience. By choosing STEMscopes, we invest in a curriculum that empowers Mississippi students to become the innovators and leaders of tomorrow. Science teachers rely on daily exit tickets, curriculum-based assessments, and immersive labs to gauge student understanding. The 5th- and 8th-grade MAAP comprehensively evaluates mastery of Science standards.

The Amplify Science curriculum offers individualized and developmentally appropriate instruction that integrates technology seamlessly, providing digital simulations and real-time data analysis tools to support student investigations. Its focus on real-world phenomena and cross-disciplinary connections makes science relevant and accessible to all learners through the following:

- Units are anchored by engaging scientific phenomena, sparking student curiosity and setting the stage for in-depth inquiry.
- Students learn by doing, conducting experiments, collecting data, and analyzing evidence.
- Amplify Science emphasizes scientific reading, writing, and communication skills, which are essential for college and career readiness.
- Students use digital tools to collect and analyze data, mirroring real-world scientific practices.
- The curriculum provides multiple entry points and scaffolds to support diverse learners, including English Language Learners.

Both STEMScopes and Amplify empower students to become critical thinkers, problem-solvers, and scientifically literate citizens. They foster a deep understanding of science and prepare students to excel in college-level STEM courses and pursue diverse career paths.

Social Studies.

At Mississippi Global, students embark on a comprehensive social studies journey that emphasizes critical thinking, historical inquiry, and the interconnectedness of history, geography, economics, and civics.

We recognize the importance of social studies in developing informed, engaged citizens in a global society, and our focus on global leadership inspires students to apply their knowledge to address challenges within their communities and beyond.

Our dynamic social studies program aligns with the Mississippi College- and Career-Readiness Standards for Social Studies. We utilize the IMPACT Social Studies curriculum for grades 4 and 5 and the Networks Social Studies curriculum for grades 6-12. Our younger students engage deeply with history, geography, civics, and economics, preparing them for assessments culminating in their 5th-grade year. Formative and summative assessments track student progress throughout the program.

Curriculum Structure and Support: IMPACT Social Studies is a comprehensive, project-based curriculum designed to engage students in rigorous, inquiry-based learning aligned with Mississippi College and Career Readiness Standards. The key reasons IMPACT Social Studies is the ideal choice for our 4th and 5th-grade students include the following:

- Real-world questions anchor each unit, sparking curiosity and driving student-led exploration.
- Students engage in hands-on projects that allow them to apply their knowledge and develop critical thinking skills.
- Promotes social studies literacy through reading, writing, and argumentation – critical skills for Mississippi students.
- Provides a balance of engaging activities, interactive simulations, and rich multimedia resources, fostering a multi-sensory approach to social studies discovery.
- Offers built-in differentiation for English Learners and varying ability levels for inclusive learning.

The Networks Social Studies program is a comprehensive curriculum designed to foster a deep understanding of social studies concepts and prepare students for success in college, careers, and beyond. It is specifically designed to address the MS CCRS in social studies through a highly engaging approach that includes diverse perspectives and makes relevant connections to bring social studies to life for students. The curriculum emphasizes critical thinking, analytical skills, and the ability to apply knowledge to real-world challenges, exceeding the expectations of the MS CCRS.

Beyond the Social Studies Classroom: IMPACT and Networks foster the critical thinking, problem-solving, and collaboration skills crucial for success in various fields and beyond. They encourage students to think and act like historians, geographers, economists, and engaged citizens. Beyond memorizing facts, they analyze primary sources, engage in debates, and draw conclusions from data. We bring social studies to life with engaging activities – from mock trials to hands-on explorations of historical artifacts, geographic analysis, and economic simulations. Skills and standards build upon each other throughout middle and high school, creating a cohesive and enriching experience. By choosing IMPACT and Networks, we invest in curricula that empower Mississippi students to become informed, active participants in our global society. Social studies teachers rely on daily exit tickets, curriculum-based assessments, and immersive projects to gauge student understanding. The 5th-grade MAAP comprehensively evaluates mastery of Social Studies standards.

Both IMPACT and Networks empower students to become critical thinkers, problem-solvers, and informed citizens. These engaging curricular approaches foster a deep understanding of social studies and prepare students to excel in college-level courses and pursue diverse career paths.

Spanish.

Mississippi Global offers a comprehensive Spanish language program for grades 4-12 students. Our program provides a clear progression:

- Students begin with introductory courses (Spanish 1A and 1B).
- They advance to Spanish I, II, and III for in-depth language development.
- Our curriculum, developed by the Cervantes Institute and VistaLearning/SantillanaUSA, aligns with international standards like the Common European Framework of Reference for Languages

(CEFR), the American Council for Teachers of Foreign Language (ACTFL), and the Mississippi World Languages Framework.

- Students explore diverse Spanish-speaking cultures alongside linguistic skill-building.

Physical Education.

Mississippi Global is committed to fostering student well-being through a robust physical education (PE) and health program for grades 4-12. Our curriculum of choice is SPARK PE and Health, a highly regarded program aligning with the MDE Physical Education Framework. SPARK's research-backed activities actively engage students in developing physical skills, improving health, and building a positive school climate.

Our PE program aligns with Mississippi's mandate for 150 minutes of weekly activity-based instruction for grades K-8 (MS Code §37-13-134). We further integrate the Mississippi Healthy Students Act, emphasizing healthy choices and fitness awareness.

Students will progress through a curriculum focused on:

- Students build proficiency in various physical activities and sports, mastering fundamental movement patterns.
- Students analyze their health and fitness, set goals for improvement, and adopt healthy habits they can carry into adulthood.
- Collaborative activities and games promote team-building, communication, respect for rules, and leadership skills.

Our commitment to PE excellence has a proven track record at Washington Global that we will replicate in Mississippi.

Global Citizenship.

Mississippi Global offers its Global Citizenship program to students in grades 6-8 to foster the development of informed and engaged citizens. Our program closely aligns with the MDE's Social Studies Framework, emphasizing acquiring the knowledge and skills necessary to participate effectively in a globalized world. The program utilizes the International Middle Years Curriculum (IMYC), a comprehensive framework incorporating thematic units and project-based learning (PBL) methodologies (IMYC, n.d.). This structure ensures adherence to Mississippi's curriculum frameworks, promoting critical thinking, problem-solving, and real-world application of knowledge (Mississippi Department of Education, Social Studies Framework).

Students actively participate in PBL experiences, collaborating with peers to research, analyze, and present their understanding of global issues. This fosters the development of essential 21st-century skills such as communication, collaboration, and technology literacy, aligning with the Mississippi C3 Framework (College, Career, and Civic Life). IMYC incorporates a variety of assessments, including formative and summative evaluations, to gauge student learning and inform instruction. The curriculum also encourages cross-curricular connections, allowing students to establish linkages between global themes and other subjects, further solidifying their learning. The culminating "Exit Point" project provides a platform for students to demonstrate their knowledge and understanding through multimedia presentations, empowering them to take ownership of their learning and synthesize information in an engaging and authentic manner (IMYC). Mississippi Global is committed to fostering a generation of globally aware and responsible citizens. The IMYC curriculum equips students with the knowledge, skills, and dispositions necessary to thrive in an interconnected world.

Global Studies Program (Grades 9-12).

Mississippi Global is committed to providing a world-class education that prepares our high school students for success in an increasingly interconnected global society. To fulfill this mission, we will offer a unique Global Studies program tailored to the needs and interests of our 9th-12th grade students.

Curriculum Development Process.

Our Global Studies curriculum will be thoughtfully developed through a comprehensive needs assessment process. This approach ensures that the program is responsive to our high school students' specific needs, interests, and aspirations. Key steps in this process include:

1. We will conduct surveys to gather input from our high school students regarding their interests, career aspirations, and perceived knowledge gaps related to global issues.
2. We will engage with parents, community members, and local business leaders to understand the skills and knowledge they believe are essential for success in a global context.
3. We will analyze student performance data, including assessments, to identify areas where additional support and enrichment are needed.
4. Our curriculum will be designed to meet and exceed the MCCRS, ensuring that our students are well-prepared for post-secondary success.
5. The curriculum will emphasize critical thinking, problem-solving, collaboration, and communication skills essential for success in a global economy.

Potential Focus Areas.

While the specific content of our Global Studies program will be determined through the needs assessment process, potential focus areas may include:

1. Global History and Geography
2. International Relations and Diplomacy
3. Global Economics and Trade
4. Comparative Political Systems
5. Sustainable Development

SEL.

Mississippi Global's comprehensive SEL programming is based on the CASEL Framework and aligned to the MDE SEL Standards. The school's SEL programming is rooted in the "CASEL 5," which includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, n.d.). Mississippi Global will utilize the CASEL SEL curriculum and other resources to implement its SEL curriculum within its advisory program and across content areas across the school.

Intervention Programs.

Mississippi Global will use various research-based academic intervention programs that have proven results and raise student achievement through research and practical application at Washington Global. The applicant team anticipates that students will need significant academic intervention during their entrance years at Mississippi Global and has therefore included a combination of Tier 1 (universal), Tier 2 (smaller group), and Tier 3 (individualized) interventions. Intervention programs include:

Lexia	Reading	Lexia Core5:Grades 4-5 Lexia PowerUp Literacy: Grades 6-12
Wilson Reading System	Reading	Grades 4-12 (Tier 3)
iReady	Reading and Math	Grades 4-8
IXL	Math	Grades 4-12

Reading/Math Tier 1 Intervention

iReady.

iReady is a personalized math and ELA intervention combining blended learning and teacher-led instruction to create individualized learning paths aligned to state standards. Mississippi Global will implement iReady in grades 4-8 to provide differentiated intervention for all ability levels.

The program provides a diagnostic baseline assessment and generates customized lessons, both computer-based and teacher-led, targeting identified skill gaps. It includes ongoing progress monitoring assessments to track student growth.

Research confirms iReady's effectiveness. A 2014 study of 1.1 million New York students found significantly higher proficiency rates on state assessments for those using iReady (ERIA, 2014). Additionally, students using iReady 45 minutes weekly showed 44% reading and 65% math growth in one year (iReady, 2017). Recently, it earned high ratings from the National Center on Intensive Intervention across screening, progress monitoring, and intervention (NCII, 2024). Integrating this research-validated, personalized intervention through a blended model will drive Mississippi Global students toward mastery of state standards.

Reading Interventions.

Mississippi Global's reading interventions are rooted in a structured reading approach that has proven effective in reading instruction for elementary and secondary students (Ray, 2020). Structured literacy encourages teachers to teach foundational literacy skills, including phonemic awareness, letter-sound correspondences, syllables, morphology, syntax, and semantics, using explicit, systematic instructional principles (Ray, 2020).

Lexia:

Mississippi Global will use Lexia Core5 in its grades 4-5 reading classes as a Tier 2 intervention. Lexia Core5 for students in grades 4-5 and Lexia PowerUp Literacy for students in grades 6-12 are effective, computer-based, research-based reading intervention programs rooted in the Science of Reading principles that specifically target enriching literacy skills for students (Lexia, 2023). LexiaCore5 focuses on providing developmental reading instruction to readers of all levels and supports students by accelerating reading growth. One study found that 54% of students engaging in LexiaCore5 achieved two or more years of reading growth in one school year (Lexia, 2023), providing critical reading to students significantly below grade level. This program targets middle and high school students by offering engaging and relevant instruction with continuous progress monitoring and is highly effective in improving reading outcomes for secondary students. Research on the program has found that 33% of students in grades 6-12 who use Lexia PowerUP and were non-proficient in their state assessments gained proficiency in one year and that Lexia is highly effective in supporting the reading growth of students with disabilities and ELs (Lexia PowerUp, 2023).

Wilson Reading System (WRS).

The Wilson Reading System (WRS) is a highly effective, research-based, Tier 3 structured reading intervention program rooted in Orton Gillingham principles that will further enhance Mississippi Global's reading intervention program (Wilson, 2023). Specifically, the WRS uses systematic I Do, We Do, You Do instruction and provides 1:1 instruction to teach students the structure of words in the English language, aiming to help students learn the coding system for reading and spelling (Wilson, 2021). Through interactive lessons, the WRS progresses from phoneme segmentation to more challenging tasks, which improves students' sight word knowledge, fluency, vocabulary, oral expressive language development, and reading comprehension (WWC, 2007).

Research indicates that the WRS is a highly effective reading intervention program for students who have struggled with other reading programs. With it, Mississippi Global will meet the needs of its Tier 3 readers. The U.S. Department of Education's What Works Clearinghouse (WWC) found that the WRS effectively improved student achievement, particularly in alphabetics, assigning the program a score of +13 on its effectiveness rating (WWC, 2007). WRS will, therefore, be effective for students of all grade levels at Mississippi Global who do not respond to the School's Tier 2 programmatic offerings.

Math Intervention

IXL.

IXL is a computer-based, standards-aligned math intervention program offering personalized, skills-based lessons. Mississippi Global will implement IXL for grades 4-12 as part of a blended learning model in math classes. The program provides a diagnostic assessment to identify each student's skill level, then delivers personalized lessons with detailed explanations when problems are missed. Research shows IXL effectively increases math performance. Numerous studies reveal that students using IXL outperform non-users. For example a recent Texas study found approximately 8% higher scores on state assessments for regular IXL users (Schonberg, 2023). IXL's personalized, standards-based intervention is a proven-effective component of Mississippi Global's comprehensive math program aimed at ensuring all students achieve mathematics proficiency.

Evidence of Effectiveness: Washington Global has utilized a comprehensive portfolio of research-based intervention programs, including those proposed for Mississippi Global, since 2018-2019. This has contributed to significant academic growth across the entire student body, including students with disabilities, English learners, and those identified as "at-risk." In 2021-2022, Washington Global achieved the highest ELA scores on state standardized tests among schools serving over 30% of at-risk populations. Since adopting these interventions in 2018, their state assessment (PARCC) scores increased by 4.41% in ELA and 4.46% in math. This proven track record demonstrates the effectiveness of Mississippi Global's proposed academic intervention programs in driving substantial reading and math gains, especially for underserved student populations.

Primary Instructional Strategies.

Mississippi Global understands the importance of regularly assessing student understanding to guide instruction and support growth. The school will use a mix of formal summative assessments (MAAP), norm-referenced assessments, and other summative and formative assessments. Teachers will incorporate daily checks for understanding into their lessons and more extensive assessments. Strategies, such as exit tickets that ask students to answer a focused question before leaving class, provide valuable real-time insights. These continuous checks help teachers pinpoint students who may need extra support through interventions (see Special Populations Section) and track progress toward goals for students with disabilities.

UDL is an approach to teaching and learning that creates a flexible environment to meet all students' learning needs (CAST, 2018). It fosters differentiation both in the way that content is presented and through ways in which students can express what they know. The guidelines include multiple means for the learner to be engaged, various means of representation, and for students' action and expression (CAST, 2018). Mississippi Global is committed to integrating UDL into every classroom, ensuring all students can access the curriculum through diverse and adaptable teaching methods. Investing in technology is a key part of this, as it expands how students interact with content and create their work. Similar to Project-Based Learning (PBL), UDL creates a flexible learning environment that benefits all students, especially those with disabilities, English Learners (ELs), and gifted students.

Rationale.

The West Bolivar Consolidated School District serves a student body that is 2.9% White, 94% Black, 1.5% Hispanic/Latino, and 1.6% Two or More Races. 100.0% of students are eligible to participate in the federal free and reduced-price meal program. The North Bolivar Consolidated School District serves a student body that is 97.81% Black. The percentages for White, Hispanic, and Two or More Races are too low to be reported. 100% of students are eligible to participate in the federal free and reduced-price meal program. We will draw from the student population from both districts and understand that they will arrive at school with significant barriers to success. Mississippi Global's implementation of UDL will proactively address potential barriers and empower all students for the following reasons:

- Low-income minority students often face systemic disadvantages within education. Traditional "one-size-fits-all" approaches leave many behind. UDL provides options and flexibility, making learning accessible regardless of socioeconomic background or cultural differences.
- Teachers may unknowingly hold biases that influence expectations for specific student groups. UDL shifts the focus from "fixing" students to creating flexible learning environments that support everyone, minimizing the impact of bias.
- UDL encourages teachers to value the diverse skills and perspectives that low-income minority students bring. They can express their understanding in ways that align with their cultural background and strengths rather than being forced into a single mold.
- Students from marginalized backgrounds may feel disconnected from school if it doesn't reflect their experiences. UDL gives students choices about how they learn and express themselves. This sense of ownership increases motivation and a sense of belonging.
- Low-income minority students are statistically more likely to have learning differences, diagnosed or not. UDL's proactive approach provides built-in supports, reducing the need for later individual accommodations and lessening the stigma that can come with them.

In summary, UDL is not just about making learning accessible for a specific group; it's about transforming the educational environment to be inclusive and empowering for all students, especially those traditionally underserved by a less flexible system.

PUPIL PERFORMANCE STANDARDS

1) At least 80% of Mississippi Global's 4th-8th grade students will meet their projected iReady ELA typical growth goal, which measures progress from the assessment administered at the beginning to the post-test administered at the end of the school year.
2) At least 80% of Mississippi Global's 4th-8th grade students will meet their projected iReady Math typical growth goal, which measures progress from the assessment administered at the beginning of the school year to the post-test administered at the end of the school year.
3) 80% of Mississippi Global's 5th and 8th-grade students will demonstrate an increase of at least one proficiency level in Science on the MAAP until they reach proficiency.
4) By the end of the academic year, 80% of 12th-grade students taking the ACTFL Spanish exam, which is aligned with rigorous ACTFL/ MS World Languages Framework standards, will score at or above the "proficient" level in all four skill areas: reading, writing, listening, and speaking.

Adoption/Development Process.

Mississippi Global prioritizes exceeding the Mississippi College and Career Readiness Standards (MS CCRS) while fostering a love of learning and preparing students for success in a globalized world. Our curriculum is carefully designed to ensure alignment with and surpass state standards. The school utilizes a data-driven, cyclical process for curriculum review and improvement, involving:

1. Annual Review: Comprehensive review of student performance data, teacher feedback, and standardized test scores by the school leadership team and teachers.
2. Alignment with MS CCRS: Ensuring all curriculum elements align with and exceed the expectations of the Mississippi College and Career Readiness Standards.
3. Standards Adoption: Adopting additional, nationally recognized standards in specific areas if data suggests significant benefits for student learning.

If the annual review reveals areas for improvement or indicates a need for additional standards, Mississippi Global will:

1. Analyze Data Trends: Closely examine data trends to pinpoint areas where student achievement might not meet expectations.

2. Instructional Adjustments: Work with teachers to explore and implement data-driven instructional adjustments, including pacing modifications or new teaching strategies.
3. Professional Development: Prioritize professional development opportunities for teachers to enhance their effective curriculum delivery skills.
4. Considering New Standards: Research and present nationally recognized standards for board approval if data indicates that exceeding MS CCRS in a specific area is paramount for student success.

Mississippi Global is committed to transparency and ongoing communication with our school community, keeping parents and guardians informed throughout the curriculum review process and clearly communicating any potential changes to the curriculum or the adoption of additional standards well in advance.

Additional Standards.

Foreign Language.

Mississippi Global will implement the Mississippi World Languages Framework (MWLF), which is aligned with The American Council on the Teaching of Foreign Language Standards (ACTFL) called "World-Readiness Standards." The ACTFL and MWLF standards offer a real-world focus and authentic assessments, focusing on five critical areas:

1. Communication: Communicate effectively in more than one language
2. Cultures: Interact with cultural competence and understanding
3. Connections: Connect with other disciplines and acquire diverse perspectives
4. Comparisons: Develop insight into the nature of language and culture
5. Communities: Communicate and interact with cultural competence in multilingual communities

Global Citizenship Standards.

Mississippi Global's language curriculum integrates cultural context to nurture students' global perspectives. This aligns with our mission to prepare students for an interconnected world by cultivating international mindedness, critical thinking, technology fluency, and foreign language proficiency. International mindedness educates students through a global lens to understand world affairs, equipping them to analyze complex issues from diverse viewpoints and engage in global discourse. Research shows its positive impact on achievement (James, 2005).

Mississippi Global utilizes the internationally established International Middle Years Curriculum (IMYC) as our educational program's foundation for grades 6-8. The IMYC incorporates neuroscience and psychology research for an engaging, project-based experience around six-week thematic units promoting essential global competencies like problem-solving and cross-cultural understanding (IMYC, n.d.). Through the IMYC's International Learning Goals and access to an international network of educators, our students develop the knowledge, skills, and mindset to thrive as global citizens in an increasingly globalized society.

Service Learning Standards.

Mississippi Global prioritizes service learning as a cornerstone of our educational approach, adhering to the K-12 Service-Learning Standards for Quality Practice developed by the National Youth Leadership Council (NYLC). These standards ensure our service learning initiatives are:

- Age and Developmentally Appropriate
- Personally Relevant to Students
- Engaging and Interactive
- Connected to Broader Issues
- Valued and Impactful

By incorporating these standards, we foster empathy, problem-solving, critical thinking, and a sense of agency in our students. Service-learning projects are integrated into social studies courses,

providing an arena for academic skill development. Mississippi Global ensures that every student participates in authentic service experiences, resulting in personal growth, community impact, and the development of essential life skills.

Promotion Policies and Standards.

Mississippi Global sets clear expectations for student progression to ensure preparedness for future success.

Grades 4-8 Promotion Criteria:

- Student Portfolio demonstrating progress and growth
- Grades indicating performance above, at, or near grade level, particularly in ELA and math
- Attendance, with chronic absenteeism and tardiness, potentially impacting eligibility for promotion

High School Promotion Requirements (Carnegie Units):

- First-year students: 5 Carnegie Units
- Sophomores: 11 Carnegie Units
- Juniors: 16 Carnegie Units
- Note: Credit recovery programs and summer school are available to earn necessary Carnegie Units.

Students with Individualized Education Programs (IEPs) or 504 plans participate fully in college-bound promotion activities alongside peers. They must meet all promotion criteria unless their plan outlines specific, individualized goals. If a student is at risk of retention, proactive steps include developing an action plan with interventions, supports, and possible mandated tutoring. The principal makes final promotion decisions based on comprehensive data. Mississippi Global's policies prioritize student achievement and support, aligning with or exceeding many Mississippi public school promotion standards.

Communicating Promotion Criteria.

Mississippi Global keeps families informed and involved through multiple communication channels:

- Promotion requirements are clearly outlined in the handbook
- Policy reviewed and explained to all families during the initial week of each school year
- Promotion expectations are reiterated annually during individual family meetings
- Dedicated meetings are held at least once yearly to discuss grade-specific promotion requirements
- Detailed report cards each grading period indicating whether the child is on track for promotion or graduation.

If a student is at risk of not meeting promotion criteria, teachers and school leadership proactively work with families to develop targeted support plans and explore interventions. Open dialogue with families regarding promotion criteria and student progress is encouraged throughout the school year.

HIGH SCHOOL GRADUATION REQUIREMENTS

Exit Standards.

Mississippi Global's exit standards are designed to align with MDE graduation requirements (see Attachment 4) and ensure that our graduating 12th graders are equipped to thrive beyond high school. Our graduates will have:

- Solid Academic Foundation: Students will demonstrate mastery of standards-aligned content across all subject areas, including knowledge gained across their academic journey, building in complexity as they progress. They will possess the foundation to succeed in higher education or other post-secondary paths.

- Competency in ACTFL's World-Readiness Standards: Students will demonstrate the ability to communicate in more than one language, interact and connect with cultures other than their own, compare cultures, and communicate and interact within their own communities and abroad.
- Essential 21st Century Skills: Graduates will be skilled communicators, critical thinkers, collaborators, and innovators. We foster these skills through meaningful learning experiences designed for real-world application.
- Goal-Setting Expertise: Through the ISP process, our students learn to set both short-term and long-term goals and track their progress toward achieving them.
- A Strengths-Based Approach: Students will have a deep understanding of their individual strengths and areas for growth. Our culturally responsive learning environment recognizes the importance of acknowledging each student's unique background and how it shapes their learning.

Meeting Graduation Requirements.

Although not a MS charter school requirement**,** Mississippi Global ensures our students meet and exceed the graduation standards established by the Mississippi Department of Education. Each student receives individual guidance in crafting a personalized four-year academic plan that aligns with their strengths, interests, and aspirations, whether their path leads to higher education or technical career fields. As we grow, we will seek parent feedback and use it to build the high school over the next five years.

We firmly believe in the importance of early preparation. College and career awareness is systematically integrated into our curriculum from the elementary level. Classrooms are named after local and international universities, cultivating a sense of future possibilities. Middle school students engage in deeper exploration, developing research-informed plans that investigate potential career and educational pathways, aligning with research demonstrating the profound impact of early experiences on students' ability to overcome socioeconomic challenges, achieve academic success, graduate, and attain college readiness. Mississippi Global provides a rigorous curriculum designed to equip students with the knowledge and skills necessary to confidently master graduation requirements.

Mississippi High School Graduation Pathways & Credit Requirements

	Traditional	**Alternate**	**Traditional w/ Academic Endorsement**	**Traditional w/ Distinguished Academic Endorsement**
English	4 English I, II	4 Alternate English I, II,III,IV	4 +2 above English II	4 +2 above English II
Math	4 Algebra I, Geometry, Algebra II, and any other 1 Carnegie Unit of Math	4 Alternate Math I,II,III, Alternate Algebra	4 +2 (Algebra III, CCSS Advanced Math Plus, AP Calculus AB, AP Calculus BC, AP Statistics, or any other rigorous math course)	4 +2 above Algebra I (Algebra III, CCSS Advanced Math Plus, AP Calculus AB, AP Calculus BC, AP Statistics, or any other rigorous math course)
Science	3 Biology I +2 (Physical Science,	2 Alternate Biology,, Alternate Science II	4	4 Biology 1, Chemistry,

	Chemistry, Physics, or any other rigorous science course)		Biology 1, Chemistry, +2 above Biology 1 (Physics, Physics II, AP Chemistry, AP Biology, AP Physics, AP Environmental Science, or any rigorous science course)	+3 above Biology 1 (Physics, Physics II, AP Chemistry, AP Biology, AP Physics, AP Environmental Science, or any rigorous science course)
Social Studies	3.5 1 World History 1 U.S. History 1/2 U.S. History 1/2 Economics 1/2 MS Studies	2 Alternate History, Alternate Social Studies	3.5 1 World History 1 U.S. History 1/2 U.S. History 1/2 Economics 1/2 MS Studies	4 1 World History 1 U.S. History 1/2 U.S. History 1/2 Economics 1/2 MS Studies .5 Elective
Foreign Language	2		2	4
Technology/ Computer Science	1		1	1
Global Studies	1	1	1	1
College and Career Readiness	1 Senior Year	4	1 Senior Year	1
Health	0.5	0.5 Alternate Health	0.5	0.5
The Arts	1	1	1 Any Fine Art	1 Any Fine Art
Physical Education	0.5	0.5	0.5	0.5
Electives	2.5	1	7.5 Two must be 5.0 or 6.0 courses	8.5 2 Advanced 6.5 Additional
Other		4 Life Skills Development I-IV		
Total Carnegie Units	**24**	**24**	**30**	**33.5**

Mississippi Global High School is committed to providing students with a rigorous and comprehensive education that prepares them for success in their post-secondary pursuits. While our

Traditional and Alternate Pathways meet the state's minimum graduation requirements, we also offer more challenging options for students seeking to expand their postsecondary options.

Our Traditional Diploma with an Academic Endorsement exceeds state requirements by four Carnegie Units, incorporating additional coursework to enhance students' academic foundation. Furthermore, our Traditional Diploma with a Distinguished Academic Endorsement surpasses state requirements by five and a half Carnegie Units. This pathway offers a more rigorous curriculum, potentially including advanced courses in math, science, English, social studies, or foreign languages, to equip students with the skills and knowledge necessary for success in college or university. By offering these diverse pathways, Mississippi Global empowers students to choose the level of academic challenge that best aligns with their individual goals and aspirations, ensuring they are well-prepared for their chosen paths after graduation.

Earning Credit Hours.

Students will accrue Carnegie Units for each course successfully completed. Students who earn a grade of a "D" or higher on our grading scale receive credit. Course credit records will be maintained internally through the Student Information System (PowerSchool) and officially reported to the state via the MSIS platform. Carnegie Units are awarded on a semester basis, with one (1) Carnegie Unit earned for each passed semester course and half a credit (0.5) earned for each passed quarter course. Students must achieve a passing grade to earn credit for a course.

GPA.

Mississippi Global utilizes a weighted and unweighted GPA system to measure student achievement comprehensively. GPAs are calculated each semester by dividing the total grade points earned by the total number of courses attempted. Courses are weighted as follows:

- Traditional Courses (College Prep): 4.0 quality point scale
- Dual Credit Courses: 4.5 quality point scale
- AP Courses: 5.0 quality point scale

Mississippi Global students will have the opportunity to meet or exceed all College Preparatory Curriculum (CPC) requirements and are eligible for admission to Mississippi universities based on the following:

- Option 1: 3.2 or higher GPA (on the CPC)
- Option 2: 2.5 or higher GPA (on the CPC), with a class rank in the top 50% and an ACT Composite score of 16 or higher.
- Option 3: 2.0 or higher GPA (on the CPC) and an ACT Composite score of 18 or higher.
- Alternative: Students may submit equivalent SAT scores in lieu of ACT scores.
- Academic Support: Students scoring below 16 on the ACT Composite (or equivalent SAT) are strongly encouraged to participate in the Year-Long Academic Support Program during their first year of high school.
- Mississippi Global utilizes a standard A-F grading scale:

A	**4.0**
B	**3.0**
C	**2.0**
D	**1.0**
F	**0**

The school includes plusses and minuses for each letter grade except "F." Each minus is worth .25 points less than the letter grade (ex. B- is a 2.75). Each plus is worth .25 greater than the letter grade (ex. B+ is a 3.25)

Transcripts.

Mississippi Global transcripts provide comprehensive information about each student's academic record, including the school name and the student's full name, address, and date of birth. A detailed list of all courses will be provided, including those dropped after the withdrawal deadline. Each course lists the semester/year it was taken, the final grade, and any additional weighting (e.g., AP classes). Transcripts also include relevant standardized test scores (i.e., ACT, SAT, or MAAP), cumulative GPA, class rank, and official graduation date.

Elective Course Offerings.

High school scholars are required to take up to 12 elective courses, including an art course, to meet graduation requirements. (See the number of electives per pathway in the table above.) Mississippi Global students will work closely with their counselor to choose the electives that best meet their academic trajectory and interests. Although the high school will not open for four years, we anticipate that students will take two electives each semester. We have also mapped out possible electives that will be offered in addition to Spanish: PE, Health, music, visual and performing arts, and foreign languages. All students will be required to take a Global Studies course but can continue taking additional, more advanced Global Studies courses. At Mississippi Global's high school, Spanish is a core class requirement, as is the state-required computer science course. The school leadership and Board will adapt electives to meet the needs and interests of the student body.

Preparing Students for Postsecondary Success.

Mississippi Global's graduation requirements align with the state's standards and are designed to rigorously prepare students for college, trade school, military service, or direct entry into the workforce. Our robust academic program promotes knowledge acquisition and development of the essential skills outlined in state standards. We support each student's unique path through dedicated academic advising. Counselors (with a student-to-counselor ratio of 150:1) partner with students and families to establish personalized educational and career goals. Regular counselor meetings ensure students stay on track by reviewing progress, strategically selecting courses, and proactively addressing potential challenges.

Beginning in 9th grade and offered three times weekly during advisory sessions, students participate in a virtual program providing ACT, ACT WorkKeys, and related preparatory courses, strengthening college and career readiness for all students. Our counselors work with students to develop Individualized Scholar Plans (ISPs) that incorporate strategic selection of dual enrollment and Advanced Placement (AP) courses. These courses can potentially reduce college costs and workload, offering a head start on higher education. We aim for all students to engage in at least one AP or dual enrollment opportunity. Specific course development will follow the strategy outlined in Attachment 2.

To foster college and career readiness, we've adopted the practice of annual common performance tasks required for all students. For example, all freshmen or juniors might complete a writing assignment assessed using a standardized rubric. This allows teachers to align expectations across different courses and hold all students to rigorous standards.

Systems and Structures for At-Risk Students.

At Mississippi Global, we tailor our academic programs and school culture to meet each student's unique needs. We utilize a personalized learning approach and a structured MTSS (Multi-Tiered System of Supports) framework. Data analysis and ongoing progress monitoring are crucial to ensuring all students stay on the path to graduation. Our research-based early warning system flags potential dropout risks, allowing us to intervene quickly, paying special attention to:

Attendance: Poor attendance jeopardizes graduation. We take immediate action after every absence, which includes parental notification of a students' absence, addressing root causes, fostering engagement through exciting electives, and creating a secure, welcoming learning environment. These proactive measures promote strong attendance and lower dropout risk.

Behavioral Concerns: Students at risk of dropping out often exhibit behavioral issues such as discipline referrals, suspensions, or poor classroom conduct. We will reinforce positive behavior practices (based on the CASEL Framework) and address any disproportionate disciplinary patterns. We instill in our students the belief that hard work brings success, positive behavior is valued, and personal effort is essential for achievement.

Coursework: Course grades are a powerful indicator of academic success. Close monitoring of student performance allows us to offer targeted support, helping students succeed and stay on track.

Prevention and Recovery: We aim to prevent students from falling behind by focusing on these early indicators and interventions. Those who need extra support can recover Carnegie Units through in-person or online summer courses. We have clear guidelines for credit recovery and provide options like online courses (Apex/Edgenuity) for students who transfer in. Promotion standards are also transparent, ensuring all students understand the requirements.

State Compliance:

Mississippi Global adheres to state mandates, with a board-approved dropout prevention plan posted on our website by August 1st, as outlined in MS Code § 37-13-80.

SCHOOL CALENDAR AND SCHEDULE

Middle School and High School Schedule.

Mississippi Global's calendar and daily/ weekly schedule (Attachment 5) are designed to provide students in grades 4-8 with robust academic instruction. The school day consists of 7 hours and 25 minutes of instruction per day, four days a week (Monday, Tuesday, Thursday, and Friday), and 6 hours and 40 minutes of instruction on Wednesdays. This schedule exceeds the Mississippi Department of Education (MDE) requirement for traditional public schools, which mandates 330 minutes of instruction per day or 27.5 hours per five-day week.

Students will engage in one-hour instructional blocks for all subject areas, including core content subjects on Monday, Tuesday, Thursday, and Friday. Each morning, students will participate in a 20-minute Advisory block focused on social-emotional learning (SEL) utilizing the CASEL Framework. Wednesdays will feature 50-minute academic instructional blocks and a 15-minute advisory block dedicated to SEL programming. Mississippi Global's partnership with the Boys & Girls Club of the Mississippi Delta will provide all students with daily after-school programming.

The school's schedule is optimized for student learning by offering 440 minutes of instruction each week, surpassing the MDE minimum requirement by 110 minutes per week. This ample instructional time allows for 60 minutes of daily instruction in all classes, including critical core classes, enabling teachers to incorporate essential research-based academic interventions. Moreover, the schedule allows students to experience physical education and Spanish or reading as elective classes, enhancing their wellness, introducing them to international education, and improving their academic skills.

While middle school students will travel as cohorts, high school students will engage in more individualized schedules to accommodate the variety of diploma tracks offered by the school. This approach ensures that high school students have a schedule tailored to their specific needs. Following student dismissal on Wednesdays, teachers will participate in 70 minutes of professional development, further enhancing the quality of instruction and support provided to students.

SCHOOL CULTURE

Promoting a Positive Academic Environment and Reinforcing Student Intellectual and Social Development.

Mississippi Global's applicant team is committed to supporting students, teachers, and staff through a positive school culture that fosters student motivation, engagement, well-being, and academic growth. Research shows that a student's perception of their school's culture can deeply impact their academic achievement and ability to thrive in the school setting (Maxwell et al., 2017). The applicant team

is aware of how important school culture is to the overall success of a school and has therefore developed a vision for a school culture that will promote a positive and nurturing academic environment that allows each student to achieve their full academic and social-emotional potential.

The applicant team holds a collective ethos that has informed the school model and culture, including:

Focus Area	Key Concepts	Examples of Implementation
Promoting High Expectations for All Students	• Belief in student potential • Growth mindset • Rigorous standards	• Challenging coursework with support systems • Data-driven goal-setting and progress monitoring • Celebrating individual growth and progress
Promoting Diversity and Inclusivity	• Welcoming environment for all • Respect for differences • Equitable access to opportunities	• Culturally responsive curriculum • Student-focused clubs and activities • School-wide events celebrating diverse cultures
Focusing on the Whole Child	• Safe and supportive environment • Social-emotional learning (SEL) • Mental health resources	• Structured SEL curriculum • School counseling services • Mindfulness and stress management practices
Fostering a Collaborative Environment	• Strong partnerships with families and community • Open communication channels • Shared decision-making	• Active parent involvement • Regular parent-teacher communication • Partnerships with local businesses and organizations
Developing Strong Student Engagement and a Sense of Belonging	• Student voice and ownership • Positive relationships with teachers and peers • Recognition of achievements	• Student-led projects and initiatives • Mentorship and peer support programs • School-wide celebration of student success

High Expectations for All Students.

Mississippi Global will espouse a culture of high expectations for all students, regardless of where they enter the school academically. Research supports the importance of high expectations because they have been found to influence student achievement (Van der Werf, 2018). All students will be taught rigorous, grade-level content and provided the differentiation and support necessary to access the rigorous content. The school will communicate a universal “can do" attitude among its students, teachers, and the entire school community. This culture of consistently high expectations will be communicated across the school, including from students to teachers, staff, families, and community partners. This wrap-around culture of high expectations will influence the school’s Schoolwide Positive Behavior and Support System (SWPBIS), described in the implementation section below.

Promoting Diversity, Equity, and Inclusivity.

Mississippi Global will communicate the importance of promoting diversity, equity, and inclusivity across the school. The school’s model, which develops students’ cultural awareness, understanding of

other cultures, and their concept of global citizenship, promotes diversity, equity, and inclusivity. The school's use of project-based learning, the IMYC, and service learning emphasizes international and cultural awareness, encouraging students to understand and empathize with diverse perspectives. This model is instrumental in promoting awareness of diverse cultures and fostering a culture of inclusivity.

Mississippi Global's culture will also promote an inclusive school model among its student body with diverse learning needs. Research indicates that an inclusive learning environment that includes students with disabilities and diverse needs benefits all students in the school (Roldan, et al., 2021). Mississippi Global will ensure that the school's model is inclusive and equitable for all learners so that all students feel safe and supported.

Focusing on the Whole Child.

Mississippi Global's school culture will support the whole child to support students' academic and social-emotional growth. Research reveals that focusing on the whole child is critical for promoting an equitable school setting and supporting students' growth (Chafouleas, 2019).

The applicant team is aware that students will enter Mississippi Global with a diverse range of social, emotional, and developmental needs. Therefore, the school model will include social-emotional learning (SEL) opportunities, a focus on student health and well-being through the school's physical education and health program, and ample opportunities for students to receive individualized social-emotional support. To inform its SEL programming, the school will utilize the CASEL Framework and integrate its core competencies into its school programming. The Supplemental Programming Section provides a detailed description of the school's SEL. This vital element of the school's culture will be communicated across stakeholders to support students' social-emotional growth.

Fostering a Collaborative Environment.

Mississippi Global will foster a collaborative environment among stakeholders, promoting a robust and communicative school culture and student achievement. The school's project-based learning model, implemented across content areas, will support student collaboration. Student collaboration is vital to promoting student learning and ensuring that students develop problem-solving skills and make deep connections. Students will work collaboratively in various classroom settings to promote a collaborative, congenial atmosphere.

Mississippi Global will also promote collaboration among educators, families, and other student community members. Educators will be encouraged to collaborate, share best practices, and work together to support the school's students. Teacher collaboration is essential to support teachers and students and ensures that best practices are shared across disciplines (AU, 2023). Moreover, the school will encourage family collaboration and involvement to support its students. Family-school partnerships are vital to promoting a strong school culture and have been found to promote student achievement by fostering a shared responsibility for student success (Witte, et al., 2021). Families will be included in the fabric of the school well before the first day of school to ensure a strong school-family connection.

Strong Student Engagement.

At Mississippi Global, students will be engaged and take ownership of their learning, developing a strong sense of student belonging. Students with a strong sense of belonging benefit a school community because students "feel socially connected, supported, and respected" (Romero, 2018). The school's model will foster student engagement and student belonging. For instance, students will own their data and participate in academic data talks with their teachers. Mississippi Global's implementation of project-based and service learning will allow students to have considerable autonomy, voice, and choice within their own learning. This will drive student engagement and positively impact school culture.

Creating and Implementing School Culture.

Mississippi Global will develop and implement a positive school culture that includes the core tenets described in the School Culture Section above. The school leadership will ensure that this strong,

positive school culture will permeate the school and be embraced by all stakeholders, including students, teachers, administrators, and families. The school's leadership will take several measures to create and promote its positive school culture and core ethos. The measures include developing a Schoolwide Positive Behavioral Support System (SWPBIS), engaging its stakeholders, and creating a robust professional development plan for teachers and staff focused on positive school culture.

Schoolwide Positive Behavioral Support System (SWPBIS).

Mississippi Global is committed to developing and implementing a comprehensive and effective Schoolwide Positive Behavioral Support System (SWPBIS) to promote its core ethos and foster a positive school culture. Research has demonstrated that implementing an SWPBIS system leads to increased student engagement, academic performance, and family involvement (Horner & Sugai, n.d.). An effective SWPBIS system has been shown to improve student performance while reducing problem behaviors (Horner & Sugai, n.d.). For example, a study conducted in an urban public middle school in the Midwest revealed that SWPBIS significantly reduced office referrals and enhanced the students' learning environment (Lassen, Steele, & Sailor, 2006).

Mississippi Global will implement a tiered SWPBIS approach that incorporates essential elements identified by the U.S. Department of Education's Center on Positive Behavior Interventions and Supports (PBIS, 2024). This tiered system will be positive, developmentally appropriate and will value equity and inclusivity.

Tier 1 - Universal Support.

Tier 1 will include universal support, modeled after Washington Global's approach and utilizing best practices provided by the U.S. Department of Education's Center on Positive Behavior Interventions and Supports. This tier will feature positive student recognition for adhering to school-wide and classroom expectations, which will be communicated and modeled to set students up for success (PBIS, 2024). Students will receive positive incentives to encourage and acknowledge their adherence to expectations, aligning with the CASEL SEL framework of establishing a safe, supportive student environment (CASEL, 2018). Data will be collected using a system such as Panorama and analyzed by school leadership to promote consistency and motivation within the classroom. Mississippi Global's Tier 1 SWPBIS system will be influenced by Washington Global's **WOLFPACK** values and expectations (**W**orks Hard **O**n Time **L**eader **F**ollows Directions **P**repared **A**lways respectful **C**onscientious **K**ind), which align with the school's culture ethos and promote committed, inclusive, and engaged learners.

Tier 2 and Tier 3 - Targeted and Intensive Support.

To ensure that the SWPBIS system is equitable and supports all students, Mississippi Global will provide more intensive support for students who are unsuccessful with the universal SWPBIS. Tier 2 will include targeted strategies such as increased small group practice in self-regulation and social skills, increased opportunities for positive rewards, and increased pre-corrections (PBIS, 2024). Students requiring Tier 3 support will receive intensive, individualized support, such as a functional behavior assessment (FBA) and an individualized plan to support student behavior (PBIS, 2024). These interventions will help students develop the skills necessary to improve academic and behavioral outcomes.

Communication and Collaboration with Stakeholders.

Mississippi Global's culture of collaboration and open communication will ensure that the school's SWPBIS and positive school culture are shared with all stakeholders, including families, students, and teachers. During the school's founding year, leadership and applicant team members will lead town hall meetings and community events to communicate the school's core ethos and SWPBIS, receive input, and express their critical role in the overall culture of Mississippi Global. The school's SWPBIS will be communicated to families through publication on the school's website, the Family and Student Handbooks, and during orientation events. This collaborative approach will ensure that all stakeholders feel invested and take pride in the development of Mississippi Global's strong culture and future success.

School Culture Professional Development.

Mississippi Global's application team believes that continuous faculty professional development is critical for the school to develop and sustain a positive school culture and meet its goals. Mississippi Gobal's professional development plan will focus on developing and sustaining a positive school culture aligned with the school's core ethos. Mississippi Global's professional development for all staff will include a comprehensive focus on the school's SWPBIS, the importance of setting high expectations for learners, and a promotion of equity, diversity, and inclusion.

Professional development for all staff will occur before the school year begins and be supplemented by quarterly follow-up sessions with ongoing support provided by the Dean of Students and other core school administrators. Professional development materials will include resources from the U.S. Department of Education's Center on Positive Behavioral Interventions & Supports, and

A Student Day at Mississippi Global.

As the morning sun peeks through his bedroom curtains, John eagerly rises from bed, ready for another day of exploration and learning. Living in a city steeped in history, John feels proud knowing that his school's focus on global education and project-based learning connects him to communities worldwide.

Arriving at Mississippi Global, John is greeted by the bustling energy of his classmates and the school's vibrant atmosphere. Today's adventure begins with advisory, where students discuss the importance of a growth mindset. John's first period is Social Studies class, where he learns about different cultures and civilizations. From ancient civilizations along the Nile River to modern-day societies in Asia, John is fascinated by the diversity of human history and the connections that unite people across continents and centuries.

In Math class, John tackles real-world problems with a global perspective. He learns about currencies from different countries, calculates distances between cities around the world, and explores patterns and trends in population data. John's teacher, Mr. Johnson, encourages him to think critically and creatively, empowering him to apply mathematical concepts to solve global challenges. During Science class, John engages in hands-on projects that explore environmental issues and sustainability. He learns about ecosystems in the Mississippi Delta and studies the impact of human activity on local wildlife and habitats. Through experiments and research, John discovers the importance of conservation and stewardship in protecting our planet for future generations.

In Reading, John explores literature from diverse cultures and backgrounds. He reads stories from authors worldwide, discussing identity, empathy, and social justice themes. Inspired by the power of storytelling, John writes narratives, sharing his perspectives and experiences with his classmates. During Spanish class, John collaborates with his peers to study the geographic landscape of Peru. He and his group of four students chose to present about Peru—his peers will present on various other countries in South America, including Argentina and Chile. To close out the class, students review the Spanish articles through an interactive game.

As the school day ends, John reflects on all he learned and experienced at Mississippi Global. He feels grateful for the opportunities to explore the world, connect with diverse communities, and make a difference as a global citizen. Each day, John grows more confident in navigating a complex and interconnected world with compassion, curiosity, and resilience.

A Teacher Day at Mississippi Global.

Ms. Taylor eagerly prepares for her first day as a new teacher at Mississippi Global. With a mix of excitement and nervous anticipation, she steps into the school building, ready to embark on a journey of discovery and innovation. In her bright, welcoming classroom, she carefully arranges desks, sets up learning stations, and displays colorful posters celebrating diversity and cultural exchange. She reviews the day's agenda, ensuring that each activity aligns with the school's visionary approach to education.

As students trickle into the classroom, their faces light up with excitement as they take in the inviting atmosphere. During advisory, Ms. Taylor draws from her SEL resources to set the tone by fostering a sense of community and collaboration and encouraging students to share their thoughts, ideas, and aspirations.

As the first bell rings, Ms. Taylor leads her students into the exciting realm of mathematics, where they embark on a journey of discovery and problem-solving. In each of her math classes, Ms. Taylor guides her students through hands-on activities, real-world applications, and collaborative projects that engage their critical thinking skills and mathematical reasoning. Her students design geometric structures inspired by global architecture to analyze data sets from different countries. Ms. Taylor is particularly excited about her fourth period after lunch when she co-teaches with Mr. Baynes. Ms. Taylor's innovative approach empowers students to explore math at their own pace, with opportunities for small-group instruction and personalized learning pathways. As the students gather their belongings to head home, Ms. Taylor reflects on the day's successes and challenges with pride and fulfillment. With each new day at her new school, she looks forward to continuing this journey of discovery and growth, shaping the minds and hearts of our future leaders and changemakers.

Today is the designated time for Ms. Taylor to meet with her Professional Learning Community (PLC) group, a diverse assembly of teachers representing various grade levels and subjects. During these collaborative sessions, Ms. Taylor and her colleagues delve into student data, exchange instructional strategies, and brainstorm methods to enhance student learning, particularly for special populations. Cherishing these moments as opportunities for personal and professional growth, Ms. Taylor recognizes the pivotal role of PLCs in cultivating a culture of continuous improvement and elevating student outcomes.

School Culture for Special Populations.

Mississippi Global will foster an inclusive school setting and promote a positive school culture that values high expectations, strong student engagement, and a focus on the whole child for all students, including students who receive special education services, EL students, and students at-risk for academic failure. All students at Mississippi Global, including special education students, EL students, and students at risk for failure, will be educated in an environment that promotes high expectations, as described in the Special Populations Sections. Specifically, students with disabilities will be provided with FAPE through education in the LRE according to IDEA (2004).

Mississippi Global will implement a multi-tiered system of supports through its comprehensive SWPBIS, described in the SWPBIS Section on page 41, which supports all students at the school. The school's comprehensive SWPBIS aligns with the tiered SWPBIS model recommended by the U.S. Department of Education's Center on PBIS because it provides universal Tier 1 interventions, Tier 2 small group interventions, and Tier 3 individualized interventions to ensure that all students are adequately supported in the school environment (PBIS, n.d.). This is critical because a tiered SWPBIS promotes the "prosocial" behaviors of students with disabilities and reduces disciplinary infractions, thus promoting students' academic performance (PBIS, n.d.).

The school's focus on the whole child and its inclusion of SEL programming will also support special populations of students. Research shows that students with disabilities lack social-emotional competencies compared to peers in the general population of students and that SEL is particularly important for this population of students (Hassani & Schwab, 2021). The school is adopting the CASEL Framework for its SEL programming, which provides targeted SEL for classrooms and the school as a whole (see the school's full SEL plan on page 30)(CASEL, 2018). By integrating SEL across the school's programming, all students will be optimally supported and provided with the social-emotional skills necessary to thrive.

SUPPLEMENTAL PROGRAMMING

Summer Programming.

Mississippi Global's applicant team understands the importance of high-quality summer programming to promote a love for learning and prevent summer learning loss. Summer academic programming is critical to combating the significant decline in student achievement that research has shown occurs over summer break (Quinn & Polikoff, 2017). Mississippi Global will offer summer school programming for select students. In addition, all students will be able to attend enrichment programming provided by the Boys & Girls Club of the Mississippi Delta.

Anticipated Participants.

The school's summer school program will utilize a variety of data sources, including summative assessments, attendance data, and report cards to identify students who are performing two or more grades below grade level in math and/or ELA. These will include students in Tier 2 and Tier 3 academic intervention programming. The school will also prioritize including students who were chronically absent during the course of the school year. Reflecting the school's commitment to inclusivity, the school will ensure that all students, including students with disabilities and ELs, are invited to join the program.

Summer Program Offering and Schedule.

The goal of the program will be to provide students who exhibit academic skill gaps with an intensive environment to address those gaps. The three-week program will begin in June with a baseline iReady diagnostic assessment in math and ELA. Following the two-day assessment period, the program will consist of 3.5 hours of programming per day, focusing on math and/or ELA. Students will engage with the school's instructional coach and Dean of Students. The program will also include at least 45 minutes per day for students to engage with the computer-based research-based academic intervention programs described in the Intervention Programs Section. At the end of the program, students will take an iReady post-test to track their progress.

Students will also engage in a collaborative summer service-learning project, aligned to National Youth Leadership Council Service Learning Standards, focusing on an area of each student's interest to promote student engagement and the school's dedication to project-based and service-learning learning. The project will consist of students exploring their community's needs and collaborating to address them. The program will begin each morning with a reflective circle to promote students' social emotional learning (SEL). The school will offer intensive Extended School Year Services (ESY) per MBE Policy 7219, Chapter 74, Rule 74.19 to qualifying special education students, led by the special education coordinator.

Staffing.

The instructional coach and Dean of Students, two twelve-month employees, will lead the program. If the program's attendance requires additional support, the school and Global Public Charter Foundation will seek out competitive summer school grant funds to support the additional staffing.

Enrichment Programming.

Through Mississippi Global's partnership with the Boys & Girls Club of the Mississippi Delta, the school will also offer engaging enrichment programming for students who do not meet the criteria for Mississippi Global's summer program. The Boys & Girls Club of the Mississippi Delta offers high-quality, engaging academic, social emotional learning, and athletics programming. The school's unique partnership with the Boys & Girls Club of the Mississippi Delta ensures that all students will engage in meaningful, safe, and engaging summer programming.

Extracurricular Opportunities.

Mississippi Global recognizes the importance of offering a wide range of free extracurricular and co-curricular activities to support student academic and social-emotional growth and promote overall wellness. Research has shown that participation in extracurricular and co-curricular activities is linked to improved academic achievement, character development, and social development (Christison, 2013).

Mississippi Global is committed to providing opportunities that meet the diverse needs of its student body and allow students to explore new and engaging experiences.

To achieve this goal, Mississippi Global will partner with the Boys & Girls Club of the Mississippi Delta, a highly regarded youth organization that offers programming at eight clubs across the Delta region. This partnership will provide students with safe, free, and meaningful after-school programming opportunities, including comprehensive academic support such as PowerHour, an afterschool homework assistance program. Mississippi Global educators will work closely with the Boys & Girls Club staff to ensure continuity and communication, ultimately bolstering students' academic achievement. In addition to academic support, the Boys & Girls Club of the Mississippi Delta will offer a variety of health, wellness, and athletics programs to Mississippi Global students. These programs include SMART Girls, a small-group health and fitness program tailored specifically to girls, as well as basketball and baseball programming and comprehensive mentorship opportunities for all students. To further enhance extracurricular offerings, Mississippi Global will establish competitive athletics teams based on student body and community demand. The school has allocated funds in its budget to support after-school athletics and wellness programming.

The partnership between Mississippi Global and the Boys & Girls Club of the Mississippi Delta will be funded through a combination of grant funding that the two organizations will coordinate pending the approval of Mississippi Global's charter. By offering a diverse array of extracurricular and co-curricular activities through its partnership with the Boys & Girls Club of the Mississippi Delta, as well as its own athletics and wellness programs, Mississippi Global is well-positioned to support the holistic development of its students, fostering academic success, character growth, and social-emotional well-being.

Providing Student Care.

Mississippi Global will support students' social emotional growth, mental health, and wellness through wrap-around support and effective social emotional learning practices (SEL). The school's SEL programming is informed by best practices provided by the CASEL Framework and the MDE's K-12 SEL Resource Guide and SEL Standards (MDE, 2021). The school's comprehensive program will support students' social-emotional growth and mental and physical well-being and will promote the school's commitment to advancing educational equity.

SEL Programming.

Mississippi Global is committed to developing and implementing a comprehensive Social-Emotional Learning (SEL) program, recognizing that SEL is fundamental for supporting students' social-emotional growth and academic achievement (ERIC, n.d.). The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (CASEL, 2024).

The school's SEL programming is based on the CASEL Framework, aligned to the Mississippi Department of Education (MDE) SEL Standards, and rooted in the "CASEL 5," which encompasses the five critical competencies of an effective SEL program: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, n.d.). Mississippi Global's applicant team understands the importance of integrating SEL in each classroom and the school as a whole, and will include the four critical SAFE elements identified by CASEL:

1. Sequenced: Connected and coordinated activities to foster skills development;
2. Active: Employing active forms of learning to help students strengthen new skills;
3. Focused: Dedicated time and attention to developing personal and social skills;
4. Explicit: Targeting specific social and emotional skills (CASEL, n.d.).



Following CASEL best practices, students' daily advisory block will focus exclusively on SEL programming aligned to MDE SEL standards. This dedicated time will allow trained instructors to provide explicit SEL instruction to students in a nurturing environment, offering a strong foundation for students' SEL.

Mississippi Global recognizes the importance of weaving SEL throughout the students' school day. Through the school's project-based learning model, which values student voice and choice, students will have ample opportunities to hone their individual voices and problem-solving skills, aligning with CASEL's emphasis on youth voice and engagement (CASEL, 2018). Additionally, the school has ensured that its Schoolwide Positive Behavior Interventions and Supports (SWPBIS), as described on page 41, align with its core values and SEL. To further support students' SEL, the school will engage families and communities through comprehensive parent resources and training, and will train all partner organizations on effective SEL practices. By implementing a comprehensive SEL program aligned with the CASEL Framework and MDE SEL Standards, Mississippi Global is well-positioned to support its students' social-emotional growth and academic achievement.

Staffing.

Mississippi Global will ensure that professionals trained in health, wellness, and mental health are on-site at the school. The school has budgeted for social work services to be provided by a full-time employee or a contracted vendor and an onsite school nurse to support students' mental and physical well-being. In addition, all teachers and staff at Mississippi Global will be provided comprehensive professional development through the CASEL Professional Development and Communities of Practice.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

Serving Special Populations.

Mississippi Global's applicant team has a robust knowledge of successfully supporting a diverse student body, including students with disabilities, English Learners (EL), students identified as intellectually gifted, and students at risk of academic failure or dropping out of school.

The school's model, rooted in project-based learning (PBL), provides ample opportunities for differentiation and scaffolding to meet the needs of all learners. Moreover, the applicant team will utilize principles from the Mississippi Department of Education's Access for All Guide to promote an inclusive and rigorous student setting. Mississippi Global will ensure that all students grow academically and thrive in the school setting. Most importantly, all student groups will have access to a high-quality, rigorous academic program so that they experience growth in all academic content areas.

Student Demographics.

Based on demographic data of the West Bolivar Consolidated School District, Mississippi Global expects to serve a diverse student population that includes students with disabilities, at-risk students, and students who are identified as intellectually gifted.

***Enrollment by Race:**

Student Group	**Percentage Enrolled**
Two or More Races	1.6%
Hispanic or Latino	1.5%
White	2.9%
Black or African American	94%

*MSDE 2023-2024 demographic data

*Suppressed data to prevent identification of individuals in small cells/with unique characteristics

Mississippi Global recognizes the immense potential of the students in the West Bolivar Consolidated School District (West Bolivar) and neighboring North Bolivar Consolidated School District (North Bolivar) and is committed to providing an exceptional educational alternative that empowers every child to thrive. While the districts face challenges in ensuring all students meet academic standards, Mississippi Global sees an opportunity to make a meaningful difference in the lives of these students by offering a unique, high-quality educational experience currently unavailable in the area.

Data reveals that the North Bolivar and the West Bolivar are struggling to prepare their high school students for post-secondary success. According to the 2022-2023 data, only 59.1% of North Bolivar graduates enrolled in college, and a mere 17.9% met performance benchmarks on ACT assessments for College/Career Readiness. West Bolivar's scores show a more significant deficit, with only 35.9% of graduates enrolled in college, and 13.8% met performance benchmarks on ACT assessments. These figures underscore the urgent need for an educational approach that helps students catch up academically and equips them with the skills and knowledge necessary to excel in their future endeavors.

Furthermore, the historical academic standings of both North Bolivar and West Bolivar present an additional opportunity for Mississippi Global. West Bolivar received an "F" rating on the Mississippi Succeeds Report Card for the last five out of six years, earning a "D" rating during the 2021-2022 school year. North Bolivar earned an "F" rating on the Mississippi Succeeds Report Card from the 2017-2018 school year through the 2020-2021 school year, indicating a persistent struggle to meet state performance standards. Given both districts' current and historically low ratings, parents may be actively searching for alternative educational options to better serve their children's needs. Mississippi Global's innovative Project-Based Learning (PBL) approach, specifically designed to meet the needs of all learners, positions the school as a compelling alternative for these families seeking a more effective and engaging educational experience.

Mississippi Global is particularly committed to serving the needs of students with disabilities and English Learners (EL), who may currently lack access to the targeted support they need to succeed. According to 2023-2024 FR LUNCH-SPED-ELL Data, within the two districts, only Northside High School in the North Bolivar district enrolls identified EL students, accounting for less than 5% of the student body, and IT Montgomery Elementary and Brooks Elementary have not identified any EL students. According to 2023-2024 FR LUNCH-SPED-ELL Data, none of the schools in the West Bolivar Consolidated School District currently enrolls any identified English Learners (EL). Mississippi Global is fully prepared to provide

comprehensive, compliant services tailored to all EL students' unique needs, ensuring they have the tools and support to thrive academically and socially.

Recognizing the impact of chronic absenteeism on student success, with 33.40% of West Bolivar students and 26.2% of North Bolivar students identified as chronically absent in the 2022-2023 school year, Mississippi Global has prioritized student engagement and support within its staffing model. The inclusion of a dedicated social worker and an administrator focused on student support efforts demonstrates the school's proactive approach to addressing barriers to attendance and fostering a welcoming, inclusive learning environment.

Mississippi Global's innovative, personalized PBL approach is designed to meet the diverse needs of all learners. It provides a hands-on, real-world educational experience that is currently unavailable in the district. By emphasizing critical thinking, collaboration, and problem-solving skills, Mississippi Global aims to equip students with the tools they need to succeed not only in academics but also in their future careers and lives. In choosing Mississippi Global, families in these communities will have access to a transformative educational option that celebrates each child's unique strengths, fosters a love of learning, and prepares them for a bright future. By embracing this opportunity, Bolivar County can work hand-in-hand with Mississippi Global to create a brighter, more promising future for generations to come, breaking the cycle of underperformance and ensuring that every student has the chance to reach their full potential.

Meeting the Diverse Needs of Students.

Mississippi Global is committed to meeting the diverse needs of all students, including those with disabilities, English Learners (ELs), and students performing below grade level. Our educational model incorporates research-based strategies that have proven effective for diverse student populations:

1. Targeted academic interventions for students in grades 4-12 based on their specific needs, such as iReady for grades 4-8 (Curriculum Associates, 2019).
2. Daily secondary reading course for students in grades 4-8 who are two or more grade levels below in reading, modeled after the successful program at Washington Global.
3. Co-teaching and accommodations for students with disabilities in the general education setting, which research indicates benefits all students (Pratt, 2014).
4. Differentiation, scaffolding, and engaging lessons for all learners, with professional development to equip teachers with effective strategies (Subbon, 2006).
5. Project-Based Learning (PBL) model that allows for differentiation, scaffolding, and personalized instruction to cater to the diverse needs of students with disabilities.

Mississippi Global will comply with all state and federal laws, including IDEA, Section 504, and Title III of ESEA, to ensure that all students receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Our school will employ certified special education teachers, EL specialists, and support staff to provide high-quality services and support. We will develop and implement IEPs and 504 plans, conduct evaluations and assessments, and collaborate with families and outside service providers as needed. Professional development will be provided to all staff to ensure they have the knowledge and skills to serve diverse learners effectively. By implementing these comprehensive strategies and adhering to all applicable laws and regulations, Mississippi Global is well-positioned to meet the diverse needs of its student body, ensuring that all students have the opportunity to succeed academically and reach their full potential.

Supporting Subgroups.

Additionally, Mississippi Global’s applicant team and the team at the GPCF have significant experience serving the needs of diverse learners. This expertise will benefit Mississippi Global through the team’s deep experience. Information regarding specific subgroups can be found below.

Students with Disabilities.

Mississippi Global will provide students with disabilities educational services and supports pursuant to the Individuals with Disabilities Education Act (IDEA, 2004) and state-specific special education policy, including State Board Policy Chapter 74, Rule 74.19.

In addition, Mississippi Global is committed to ensuring that high expectations are set for students with disabilities to provide them with the knowledge and skills to be college and career-ready. Research indicates that the achievement gap is higher among students with disabilities than general education students (Gilmour et al., 2019). Furthermore, ample research has found that high expectations for students with disabilities are critical for this group of students to progress academically (Quenemoen & Thurlow, 2019). It is, therefore, a priority of Mississippi Global's applicant team to promote educational equity by providing students with disabilities access to a college and career ready curriculum and specialized intervention services to ensure that they experience academic growth. In addition to highly qualified and well-trained teachers, special education related service providers, and special education support staff dependent on its special education student enrollment, Mississippi Global will incorporate individualized supports through the students' Individualized Education Programs (IEPs), adaptations, and Universal Design for Learning (UDL) to ensure that these students can access the curriculum.

English Learners (ELs).

Mississippi Global is committed to serving all students, including students identified as English Learners (ELs). Mississippi Global will offer a comprehensive program for ELs that meet the needs of this diverse group of students. This program, outlined below, meets MDE requirements and includes a plan to evaluate students for EL services and instruction, appropriate staffing, flexible and meaningful programming that meets the needs of the school's EL population, and progress monitoring.

Students At Risk of Academic Failure.

Mississippi Global will implement a multi-faceted approach to identify and support students at risk of academic failure. The school will utilize universal screening using assessment tools, including iReady, which provides normative and criterion-based data (iReady). Mississippi Global's robust use of academic interventions in core content classes and specialty classes, along with a flexible engaging academic program, will ensure that students who are at risk of academic failure and/or dropping out of school are adequately supported and thrive at Mississippi Global. Moreover, Mississippi Global will have a robust Student Support Team (SST) in place to identify students at risk of academic failure and put in a multi-tiered system of support (MTSS) to address the needs of these students.

Intellectually Gifted Students:

Mississippi Global will offer a rigorous program for students identified as intellectually gifted. This program, outlined below, will include a plan to identify and evaluate these students. These students will receive rigorous, flexible programming that includes accelerated project-based learning. The school's Gifted Education Program Team (GEPT) will manage the program and ensure it complies with all MDE requirements.

At-Risk Students Calculations

	% Qualify for Free Lunch	% English Language Learners	% With Disabilities
Current School District Demographics	>95%	0%	16%
80% Charter School Requirement	76%	0%	12.8%
Anticipated Charter School Demographics	>95%	0%	16%

Identifying Students with Special Education Needs.

Mississippi Global is committed to ensuring that all students with disabilities are appropriately identified and receive individualized instruction to reach their full academic potential. As an LEA, Mississippi Global will actively engage in Child Find activities, as mandated by IDEA (2004) and State Board Policy Chapter 74, Rule 74.19.

If a staff member or parent suspects a student of having a disability, Mississippi Global will conduct due diligence through Response to Intervention (RtI) and comprehensive evaluations to identify students requiring supports. Child Find activities will include:

- Print/media campaigns and coordination with local health centers/agencies
- Mass developmental screenings, as appropriate
- Notifications to parents through flyers, website, and newsletters
- Professional development for staff on identifying students with disabilities
- Establishing a Student Support Team (SST) to engage in the Child Find process
- Systematically implementing a comprehensive RtI process

RtI is a fundamental component of an effective Child Find system, essential for identifying students with disabilities and preventing misidentification (RTI, n.d.). Mississippi Global will follow a three-tiered RtI approach, as required by MDE (2016):

- Tier 1: Universal screening of all students through curriculum-based measures, assessments, and diagnostics. Students scoring in the bottom 25% will advance to Tier 2.
- Tier 2: Daily small group instruction using research-based programs (Wilson, Lexia, IXL), with systematic progress monitoring.
- Tier 3: Intensive individualized interventions (Wilson Reading System) for students not progressing in Tier 2, with consideration for special education referral.

Each tiered intervention will last 8-12 weeks (Mellard, 2004), with teachers monitoring progress weekly. By implementing a coordinated, collaborative Child Find process and a comprehensive RtI framework, Mississippi Global will ensure that students with disabilities are accurately identified and provided with the individualized supports they need to succeed.

Special Education Evaluation.

The Principal and the Instructional Coach will oversee RtI implementation and refer any students who do not respond to Tier 3 interventions for consultation and potential evaluation for special education services. It should be noted that a parent can request an evaluation for special education at any point during the process, and students can be referred to special education separately from RtI. If a verbal or written request is made to the LEA, the MET will convene within fourteen days to review the student's existing documentation.

If a student is referred for special education evaluation because of a suspected disability, the Multidisciplinary Evaluation Team (MET) will study multiple forms of data to ensure that a full, accurate picture of the whole child is analyzed. Per State Board Policy Chapter 74, Rule 74.19, students must be evaluated within 60 days of referral. This is imperative to ensure that a nondiscriminatory evaluation conducted in the child's native language is carried out. Per federal and state law, the MET will consist of school professionals with knowledge of the student and at least one professional with knowledge of the suspected disability (Yell, 2020). The MET will include the student's parent/guardian, the student (if appropriate), and qualified Mississippi Global professionals, including special education teachers, general education teachers, school psychologists, and related services providers who meet the state's qualifications to sit on the MET (MDE, 2016). The multiple forms of data will include:

- Valid and reliable norm-referenced evaluation tools administered in the student's native language by a trained professional. The evaluation tools will be specific to the student's suspected disability.

The initial evaluation will be completed within sixty days of receiving parental consent for the evaluation to comply with State regulations (MDE, 2016).

- Classroom-based formative and summative assessments and work samples (MS CCRS, etc);
- Classroom observations and teacher/parent interviews;
- A comprehensive social history;
- A review of the student's school records.

Once the MET completes its comprehensive evaluation of the student's data, the IEP Committee will determine whether a student meets one of the thirteen disability categories established by IDEA (2004) using OSSE and federal guidance. If the student is eligible for special education services, an Individualized Education Program (IEP) will be developed to provide the student with academic and other required related services (Yell, 2020). If the student is not eligible for an IEP per the guidance set forth by the IDEA, the IEP Committee will determine whether the student is eligible for services under Section 504 of the Rehabilitation Act.

Individualized Supports and Accommodations for Students.

Mississippi Global will provide individualized supports and accommodations to students with disabilities, ensuring their academic success in compliance with IDEA (2004) and MS State Board Policy Chapter 74, Rule 74.19. All qualifying students will receive a free appropriate public education (FAPE) through an Individualized Education Program (IEP) (Yell, 2020). The IEP Committee will determine appropriate academic supports and settings in the Least Restrictive Environment (LRE), which may include inclusion, resource rooms, self-contained settings, or a combination. Students will have access to the Mississippi College and Career Readiness Standards (MS CCRS) through support, adaptations, differentiation, and scaffolding, with IEP goals aligned to MS CCRS. The school will also provide services under Section 504 of the Rehabilitation Act for students with disabilities that impact major life activities but not educational attainment (deBennencourt, 2002). By tailoring supports and accommodations to each student's unique needs, Mississippi Global will ensure that all students with disabilities can succeed academically.

Monitoring and Evaluating Progress and Success.

Mississippi Global will implement a robust plan to monitor and evaluate the progress of students with disabilities, ensuring they master their IEP goals in alignment with MDE's IEP Guidance (MDE, 2020). Each student will be assigned to a primary special education teacher or coordinator who will monitor their progress using data-driven methods, including work samples, projects, and assessments. Data will be collected at the frequency specified by each short-term instructional objective (STIO), and progress will be graphed as MDE recommends (MDE, 2020). The school will actively communicate progress to parents/guardians through informal and formal methods, with Notification of Progress reports provided at least once per quarter (MDE, 2020). By forging collaborative relationships with parents/guardians, Mississippi Global will ensure that all stakeholders are engaged in supporting student success.

Promoting Graduation for Students with Special Education Needs.

Mississippi Global will provide a comprehensive education program for all students with disabilities, with the goal of preparing them for college or a career. In accordance with IDEA (2004) and MDE guidelines, students can remain in the high school setting through age 21. The school will offer several diploma options, as outlined in the Graduation Requirements Section on page 19. Transition planning for students with disabilities will be a collaborative process that includes assessments and individualized goals (MDE, 2024). IEPs and transition plans will reflect ambitious and individualized goals to ensure students graduate with a diploma that meets their needs.

Ensuring Qualified Staffing.

The Special Education Coordinator will oversee all aspects of special education programming, collaborating with dedicated special education teachers. The coordinator will ensure compliance with state

and federal regulations, accurate reporting, and adherence to state performance plan requirements. In years 1 and 2, a special education teacher will assume these responsibilities. The coordinator/teacher will also supervise programs for Section 504, Bilingual Education, and Gifted and Talented Education, working with school leadership and curriculum teams on data collection and analysis for special needs populations. The coordinator/teacher will collaborate with administrators to ensure the appropriate allocation of budget resources for these essential programs.

Methods for Identifying EL Students.

Mississippi Global is committed to serving all students, including English Learners (ELs). To identify ELs and their individual needs, the school will follow the English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports. All enrolling students will complete a Home Language Survey (HLS), and the DRC LAS Links Assessment System will be administered according to state requirements, assessing students in Listening, Speaking, Reading, and Writing. A Language Service Plan (LSP) will be developed for each EL student to support their specific needs. The robust assessment process will ensure the accurate identification of ELs.

Ensuring Success and Equitable Access.

Mississippi Global will align EL instruction with the MS English Language Proficiency Standards (MS ELP) and the MS CCRS, anchoring it in high expectations for ELs to access grade-level material and grow academically. The EL program will focus on developing background knowledge, vocabulary, critical thinking, problem-solving skills, and academic language across disciplines. Progress will be closely monitored, and instruction will be adjusted accordingly. ELs may require modified instructional support, additional time, aligned assessments, and adaptations to develop content knowledge and English proficiency (MS Access). The intensity of supports will increase based on individual needs, with the school's schedule allowing for additional research-based interventions, including a secondary reading course. The school's project-based learning model, focus on global citizenship, and the use of Universal Design for Learning (UDL) will further support the success of ELs.

Monitoring and Evaluating the Progress and Success of EL Students.

Mississippi Global's academic team, including teachers, the Instructional Coach, and the EL services provider, will analyze EL student progress through a holistic view of their academic growth. This includes performance-based and portfolio assessments, progress on iReady and NWEA MAP assessments, and DRC LAS Links Assessment System results. Assessments will also include individualized conferences with students and other holistic measures that are equitable and follow MDE recommendations for adapting classroom assessments for ELs, such as making assessments multi-modal, providing student choice, offering multiple methods to demonstrate knowledge, and providing accommodations. The academic team will include parents/guardians in discussions of student progress and ensure that progress is documented and communicated.

Providing Qualified Staffing for EL Students.

Mississippi Global is committed to providing high-quality instruction and support for EL students from the moment our doors open. We will prioritize hiring teachers with a valid Mississippi teaching license and an ESL endorsement to directly instruct our EL students. Our recruitment strategies include targeted job postings, outreach to teacher preparation programs, networking with professional organizations, and offering competitive salaries and benefits. We will provide support and incentives for teachers without an ESL endorsement to pursue this credential, such as tuition reimbursement, release time, mentorship, and professional development opportunities.

We will also hire paraprofessionals with a minimum of an Associate's Degree or 48 college credit hours to support our EL students under the supervision of ESL-endorsed certified teachers. Paraprofessionals will have experience working with diverse learners, understanding language acquisition principles, and proficiency in our EL students' home languages when possible. They will receive

comprehensive training and ongoing guidance, with responsibilities including small-group or one-on-one instructional support, assisting with instructional materials, facilitating communication, monitoring student progress, and participating in EL-focused professional development.

Identifying and Meeting Learning Needs.

Mississippi Global will employ a multifaceted approach to identifying students performing below grade level, providing appropriate support, and monitoring student progress.

Universal Screening.

Mississippi Global will administer the iReady math and ELA diagnostic assessment three times a year to identify students performing below grade level and who might be at risk of academic failure. This universal screening is a fundamental component of the school's Response to Intervention (RtI) system (see page 35).

School-wide Intervention Programs.

Utilizing effective research-based intervention programs outlined in the Educational Program Design & Capacity Intervention Programs section. Mississippi Global will embed academic interventions into core ELA and math classes, ensuring that students performing below grade level receive additional, supplemental instruction. The school will use a blended learning model in math that integrates I Do, We Do, You Do instruction and computer-based interventions (iReady/IXL). Students performing below grade level in reading will be provided with a daily reading intervention class (see scheduled Attachment 5) that implements a blended learning model using I Do, We Do, You Do instruction and research-based computer programs, including Lexia.

Student Support Team.

Mississippi Global will establish a Student Support Team (SST) to identify students at risk of academic failure and implement a multi-tiered system of supports (MTSS). The SST, consisting of teachers, administrators, and mental health professionals, will use data to identify students at risk of chronic absenteeism and academic struggles. The team will involve parents and develop individualized support plans, including small group or individualized, research-based intervention programs proven effective at Washington Global.

Intellectually Gifted Students.

Mississippi Global will employ flexible instruction that meets the needs of all students, including those who are intellectually gifted. Intellectually gifted learners thrive in an environment that promotes high-level, meaningful content (MS Access).

Identification.

Intellectually gifted students will be identified through a multi-faceted approach. Students will be referred to Mississippi Global's gifted education program through individual referral by a staff member, parent/guardian, teacher, counselor, administrator, self, or peer according to MDE Regulations Gifted Education Programs. Students referred for the school's gifted program will be evaluated on at least three objective and subjective measures below outlined by the MDE Regulations Gifted Education Programs:

- A score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months.
- A score at or above the superior range on a normed, published characteristics of giftedness checklist.
- A score at or above the superior range on a normed, published measure of creativity
- A score at or above the superior range on a normed, published measure of leadership.
- A score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test.
- A score at or above the 90th percentile on a normed measure of cognitive ability

- A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months
- Other measures that are documented in the research of the identification of intellectually gifted students. (MDE Regulations Gifted Education Programs)

Assessments.

Mississippi Global will administer the Otis-Lennon School Ability Test (OLSAT8) or comparable cognitive screener. Students scoring at or above the 90th percentile, combined with high MAAP scores, strong work samples, positive teacher evaluations, and parent consent, will qualify for the intellectually gifted program. These students will receive a rigorous, accelerated curriculum through a dedicated cohort, progressing at a faster pace than general education peers. They can also pursue advanced studies like additional foreign languages modeled after successful virtual programs.

The project-based learning approach allows teachers to differentiate instruction based on each student's proximal development zone, providing appropriate challenges to promote optimal growth. Advanced students receive differentiated depth, breadth, and pacing, emphasizing higher-order thinking, creativity, and problem-solving. Independent study opportunities further cultivate intellectual development. This multi-pronged identification process and enriched academic environment ensure Mississippi Global's brightest students are engaged and empowered to reach their full potential.

Monitoring and Evaluating Progress and Success.

Students in Mississippi Global's Education Program will be consistently monitored by the school's Gifted Education Program Team (GEPT), which includes teachers and the school's instructional leadership team, SPED Coordinator, and Instructional Coach. The academic team will assess student ELA and math performance on frequent benchmark assessments and progress monitoring tools, including iReady diagnostics and individual lessons, NWEA MAP data, and curriculum-based assessments. In addition, the GEPT will analyze student progress through authentic student work, including student portfolios.

Means for Providing Qualified Staffing.

Based on our projections, we anticipate that approximately 4% of our student body will be identified as intellectually gifted. We prioritize hiring a general education or special education teacher with a gifted/talented certification. If we are unable to fill this position directly, we will engage a qualified gifted education specialist from the local area on a contract basis. This approach ensures flexibility if our gifted student population exceeds expectations. All teachers involved will receive ongoing professional development tailored to support the unique needs of gifted learners.

STUDENT RECRUITMENT AND ENROLLMENT

Student Recruitment & Marketing.

Mississippi Global is committed to providing equal access to all students in the North Bolivar and West Bolivar Consolidated School Districts, focusing on historically underserved populations. Our inclusive recruitment and marketing plan is designed to overcome potential barriers to access. Based on district data analysis, we recognize the challenges stemming from poverty, underperforming schools, and the needs of students with disabilities. Our plan includes:

- Multilingual materials
- Targeted distribution at community hubs and social service agencies
- Partnerships with local organizations, faith-based groups, and support networks
- Accessible application process with online and paper options
- Transportation solutions, such as subsidized bus routes or carpooling programs
- Open houses & tours outside typical school hours, with accommodations for individuals with disabilities.

To provide a welcoming pathway for underserved families, we will:

- Highlight achievements of students from similar backgrounds
- Communicate our commitment to accommodations and personalized learning plans
- Address safety, inclusivity, and academic rigor concerns directly
- Track applicants' demographics and adjust outreach as needed
- Establish post-enrollment support systems to identify and address barriers to equal access and success.

This multifaceted outreach strategy aligns with Mississippi Global's mission of cultivating a diverse and inclusive learning environment, ensuring every student has the opportunity to reach their full potential.

Recruitment Plan

Timeline	Activity	Responsible Individual(s)
Summer 2024	● Develop a branding strategy that includes a school logo, colors, and fonts ● Begin website design	GPCF
Summer 2024	● Begin developing Mississippi Global information packets, including a Parent Interest form ● Continue forming partnerships with local community organizations ● Begin a blog for Mississippi Global	GPCF
August 2024	● Solicit feedback from the Board on information packets ● Solicit feedback from the Board on branding strategy ● Solicit feedback from the Board on website design	GPCF/ School Leader
September 2024	● Begin branding all marketing items ● Begin advertising and recruiting students, including placing ads in newspapers, on local radio stations, message boards, and education expos ● Make website public	GPCF/ School Leader
October 2024	● Solicit additional input from the community ● Begin distributing Parent Interest Forms in the community ● Begin forming partnerships with local elementary schools ● Launch advertising through social media outlets such as Twitter, LinkedIn, Instagram, and Facebook	GPCF/ School Leader/ Community Consultant
November 2024	● Continue executing the marketing plan	School Leader/ Community Consultant
December 2024	● Solicit Board feedback on community partnerships	School Leader/ Community Consultant
January 2025	● Finalize community partnerships	School Leader/ Community Consultant/ GPCF
February 2025	● Continue executing the marketing plan	School Leader/ Community Consultant
March 2025	● Goal: 70% of Mississippi Global's available spaces for students will be filled	School Leader/ Community Consultant

April 2025	● Continue executing the marketing plan	School Leader/ Community Consultant/ GPCF
May 2025	● Goal: 100% of Mississippi Global's available spaces for students will be filled	School Leader/ Community Consultant

Enrollment Policy:

Mississippi Global's enrollment policy, detailed in Attachment 6, is designed to be equitable and compliant with all state and federal regulations. In accordance with Mississippi Code §37-28-15, the school will conduct an "equitable, transparent, randomized, and impartial" lottery process. The annual application window will be from the last Monday of October to the second Monday of March, with the lottery held on the last Friday of March. A neutral third party will administer the lottery, and the enrollment period will commence immediately after. As per Mississippi Code §37-28-15, enrollment preference will be granted to returning students and siblings of current students, excluding them from the lottery. Additionally, as permitted by Mississippi Code §37-28-23(8)(c), children of Mississippi Global staff or board members will receive enrollment preference, provided they do not exceed 10% of the school's total student population. Following the lottery, a waitlist will be established for students not initially selected, ranked in the order their names were drawn. The school's Director of Operations will manage enrollment packets, residency verification, and secure storage of all enrollment data.

STUDENT DISCIPLINE

Behavior Management.

Mississippi Global has developed a comprehensive behavior management policy aligned with best practices and the School-Wide Positive Behavioral Interventions and Supports (SWPBIS). The policy is based on clear communication of expectations, engaging students through recognition and choice, consistent staff responses, and parental awareness. In addition to the discipline policy (Attachment 7), the school focuses on prevention through early identification and support for students with behavioral difficulties. Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) will be provided to all students requiring support, not just those with disabilities.

The school's core WOLFPACK values and expectations (**W**orks Hard, **O**n Time, **L**eader, **F**ollows Directions, **P**repared, **A**lways respectful, **C**onscientious, **K**ind) maintain a safe learning environment. Students receive positive points for adhering to these values, tracked using Deanslist software or similar. The discipline plan (Attachment 7) addresses infractions fairly and equitably, promoting a safe, supportive, and inclusive learning environment.

Discretionary and Non-Discretionary Offenses.

Mississippi Global maintains a safe, supportive, and orderly learning environment by establishing clear offenses that may result in suspension or expulsion, in accordance with Mississippi state laws and regulations.

Non-Discretionary Offenses (Mandatory Suspension or Expulsion):

- Possession of Weapons (Miss. Code Ann. § 97-37-17)
- Alcohol, Tobacco, or Drug Possession/Use (Miss. Code Ann. § 97-32-9)

Discretionary Offenses (Potential Suspension or Expulsion):

- Truancy and Cutting Class (Miss. Code Ann. § 37-13-91)
- Insubordination and Open Defiance
- Physical or Verbal Aggression/Harassment
- Property Damage or Theft
- Bullying, Intimidation, or Threats (Miss. Code Ann. § 37-11-67)
- Sexual Harassment or Misconduct (Title IX)

The administration considers specific circumstances, prior disciplinary records, and impact on the school community when determining consequences. Due process procedures are followed for all suspension and expulsion decisions.

Rights of Students With Disabilities.

Students with disabilities adhere to the same behavioral expectations and discipline policy as the general student body, benefiting from early behavioral intervention through FBAs, BIPs, reflection, journaling, and SWPBIS. The school is mindful of federal and state laws, considering whether behavior is a "manifestation" of the student's disability through a manifestation meeting (IDEA, 2004; Turnball & Turnball, 2009; Yell, 2012). FBAs and BIPs are ensured for students receiving multiple behavioral referrals, and supports and related services are provided per the student's IEP.

Due Process Procedures for Suspension or Expulsion.

Mississippi Global upholds the fundamental due process rights of all students (Mississippi Code Ann. § 37-9-71) through:

1. Notice: Written notice of alleged misconduct, charges, and potential consequences.
2. Hearing: Fair and impartial hearing with the right to present evidence and question witnesses.
3. Decision and Appeal: Written decision with findings and disciplinary action, with the right to appeal.

Specific procedures comply with the "substantial evidence" standard in the Mississippi Code, and records are kept confidential. For students with disabilities, applicable laws and procedural safeguards in their IEP or Section 504 plan are followed. PBIS, alternative educational services, and annual policy reviews ensure a fair, transparent, and equitable disciplinary system prioritizing student well-being and success.

Informing Students and Parents of the Discipline Policy.

The discipline policy is reinforced with students through classroom discussions, visual reminders, and individual/small-group meetings. Parents are engaged as essential partners through:

1. Orientation sessions to review the policy and provide feedback
2. Clear outline in the Student and Family Handbook and school website
3. Regular parent-teacher conferences to discuss behavior and strategies
4. School newsletter and website information on discipline and school climate initiatives
5. Workshops and events on positive discipline, social-emotional learning, and bullying prevention
6. Opportunities to serve on school committees and provide input on discipline policy and school climate initiatives.

PARENT AND COMMUNITY INVOLVEMENT

The Role of Parents and Community.

Mississippi Global has collaborated with community members who are enthusiastic about increasing high-performing school options. The Boys & Girls Club of the Greater Delta is a strong partner, interested in co-locating with Mississippi Global to provide robust after-school and summer programs. Key team members, like Board members Tony Anderson and Kennard Speed, have deep knowledge of the community and educational landscape through their roles as pastor, science teacher, and Teach For America Managing Director of Alumni Affairs. Mississippi Global envisions parents and community members playing an ongoing role in the school's development, seeking their feedback on curriculum, school culture, and community partnerships, with the potential for interested parents to serve on the Board of Directors.

Assessing and Building Parent and Community Demand.

Mississippi Global has employed a grassroots outreach strategy to assess and build community demand, including in-person conversations at local establishments to identify educational concerns and gauge interest in the school model. The enthusiasm encountered indicates significant untapped demand for a new educational option. The school will continue engaging the community by gathering parent signatures,

conducting focus groups, identifying potential board members and volunteers, and hosting community information sessions when approved.

Parent Engagement Plan.

Mississippi Global believes engaging parents and the community is vital for student success and is committed to creating an inclusive environment that encourages ongoing involvement through:

- Community surveys and focus groups to inform service-learning initiatives and outreach programs
- Community events to provide information and engage in discussions
- Community board representation to ensure community voice in school implementation and management
- Parent volunteer opportunities inspired by the community school model, including assisting with events, chaperoning trips, sharing expertise, and participating in committees
- Ongoing communication and feedback through regular updates, annual surveys, and continuous improvement based on feedback.

Mississippi Global aims to create a strong support system for students by actively engaging parents and the community, building lasting partnerships to provide an exceptional educational experience.

Community Resources.

Mississippi Global has a partnership with the Boys & Girls Club of the Greater Delta to provide high-quality after-school and summer programming for its students. Following the school's approval, the terms of the agreement will be finalized to provide the comprehensive programming described in the Supplemental Programming Section.

EDUCATIONAL PROGRAM CAPACITY

Qualifications of Key Leadership Team Members.

The Mississippi Global leadership team possesses the diverse skills, experience, and commitment necessary for successful charter school founding, governance, and operation. Key individuals form the school's board and the Global Public Charter Foundation include:

- Tony Anderson: Science teacher and Pastor of Azion Missionary Baptist Church in Mound Bayou, MS, offering expertise in science education and community leadership.
- Lindsay Dawson: Marketing Manager at JAMA Network, contributing business and marketing expertise to establish the school's operational foundation.
- Tony Gann: Elementary school teacher in Mississippi, providing a strong foundation in early literacy instruction.
- Lysa Scott: J.D. and skilled educational leader, having served as a school leader and consultant, providing leadership coaching to schools and districts.
- Janelle Jeter-Smiley: Founding teacher at Washington Global with extensive classroom experience, ensuring a smooth founding process and seamless alignment across schools.
- Kennard Speed: Managing Director of Alumni Affairs at Teach For America Community Engagement for the Greater Delta Region, offering insights into teacher development and school success.
- Elizabeth Torres, Ed.D: Co-founder and CEO of Washington Global, leading the school's growth and securing the 2023 U.S. Department of Education National Blue Ribbon School recognition. As President and Board Member of the Global Public Charter Foundation, she leads Mississippi Global's founding efforts.

The Mississippi Global leadership team is composed of dedicated professionals with proven track records in education, management, and community engagement. They possess the knowledge, skills, and passion to guide the school toward excellence.

Individual and Collective Qualifications.

The Mississippi Global leadership team brings a diverse set of skills and experiences to effectively govern a public charter school:

- Janelle Jeter-Smiley and Dr. Elizabeth Torres's charter school experience, especially during the founding years, guides the school's development and ensures academic success.
- Lindsay Dawson's marketing expertise helps establish the school's operational foundation.
- Kennard Speed's insights into teacher development inform recruiting and retaining high-quality educators.
- Tony Gann and Tony Anderson's backgrounds in elementary education and science instruction shape curriculum and instructional practices decisions.
- Lysa Scott's legal expertise and experience as a school leader and consultant navigate the complexities of charter school governance and management.

The team's qualifications span administration, governance, curriculum, instruction, assessment, performance management, and community engagement. Their collective experience in education, management, and community leadership demonstrates their capacity to successfully implement the school design and positively impact students in Bolivar County.

Filling Key Roles

Recruitment Process and Timeline.

Mississippi Global Academy will conduct a thorough recruitment process to fill the Instructional Coach and Director of Operations roles. The timeline includes:

- May-June 2024: Job Description Development
- July-August 2024: Job Posting and Advertising
- September 2024: Application Review and Screening
- October-November 2024: Interviews and Reference Checks
- December 2024: Final Selection and Offers
- January-July 2025: Onboarding and Training

The hiring committee, consisting of the Principal and selected Board members, will review applications, conduct interviews, and make final recommendations to the Board of Directors. New team members will undergo comprehensive onboarding and training.

Selection Criteria

Instructional Coaches:

- Bachelor's or Master's degree in Education or related field
- Minimum 3 years of teaching experience with effective instruction and student growth
- Expertise in content-specific pedagogy and instructional strategies
- Strong skills in data analysis, coaching, and providing constructive feedback
- Ability to build trusting relationships with teachers and support their growth

Director of Operations:

- Bachelor's or Master's degree
- Five years of experience in school operations
- Proven track record of success in a detail-oriented environment
- One to two years of effective, direct supervisory experience
- Proficiency in various technology platforms (MS Word, Excel, Google Classrooms)

Complete job descriptions and required qualifications for each unfilled role can be found in Attachment 9.

Principal Selection Process.

No school leader candidate had been identified at the time of the application submission. However, the applicant team has been actively searching for one and is confident that one will be selected by August 29, 2024. To find a candidate, the applicant team has been engaging in social media outreach to potential candidates through LinkedIn and the Teacher for America Job Board and will post the position on local

college and university job board to recruit and hire a school leader. The team has met with several qualified candidates thus far and will continue outreach efforts until a school candidate has been identified and hired.

Additionally, Kennard Speed, the Managing Director, Alumni & Network Support at Teach For America of the Greater Delta is a Board Member of Mississippi Global. He will work closely with Teach for America Delta and National to help identify and hire a school leader. Please see Attachment 10, the job description.

Community Ties and Knowledge.

Mississippi Global's team possesses strong ties to the local community, with several members deeply rooted in the region and holding extensive knowledge of its educational landscape. Kennard Speed, a school board member, contributes valuable insights gained from his experience as a Mississippi Teach For America (TFA) corps member. During his tenure as an educator, he taught middle school math in the MS Delta region, acquiring firsthand experience working with students and families in one of the state's most underserved areas. Kennard's profound understanding of the challenges and opportunities within Mississippi's educational system, particularly in the MS Delta region, will prove invaluable in guiding Mississippi Global's mission to effectively serve the community. Another key member of our team is Tony Anderson, the esteemed Pastor of Azion Missionary Baptist Church in Mound Bayou, MS, who currently serves on Mississippi Global's Board. In addition to his role as a spiritual leader, Mr. Anderson is a science teacher in the Sunflower Consolidated School District. His dual roles equip him with a deep understanding of both the community's needs and the educational landscape of Bolivar County, underscoring the necessity for a high-quality school option in the area.

Moreover, Mississippi Global has established a robust partnership with the Boys and Girls Club of the Mississippi Delta, a respected community organization that has expressed its strong support for our school (see letter in Attachment 8). Through this collaboration, the school will offer students high-quality afterschool and summer programming, ensuring that our students have access to enriching experiences beyond the classroom. The combination of our team members' personal and professional ties to the community and our strategic partnerships with local organizations positions the school to effectively serve the unique needs of students and families in the target area. We are committed to creating a school that is responsive to the community's needs and dedicated to providing an excellent education for all students.

School Partners and Role Descriptions.

Mississippi Global has partnered with the Global Public Charter Foundation (GPCF), a 501(c)(3) nonprofit organization, to serve as its Education Service Provider (ESP). GPCF, established in 2021 by Dr. Elizabeth Torres, an experienced charter school leader, possesses extensive knowledge in founding and managing a high-performing charter school. The GPCF team comprises lead administrators from Washington Global and Board members with expertise in business and education.

Although Mississippi Global is the sole charter school under contract with GPCF, it has exclusive access to Washington Global's award-winning model. GPCF will provide essential services, resources, materials, and the model itself, ensuring a seamless launch and adherence to best practices. This arrangement enables the implementation of Mississippi Global's academic model, leveraging the success of Washington Global. GPCF will also oversee compliance with grants and other key operational tasks.

Mississippi Global will benefit from the expertise of Thomas Porter, a charter school facilities consultant with over 20 years of experience in delivering charter public school facilities on time and within budget. Mr. Porter's expertise is bolstered by his degrees in business administration and nonprofit administration, as well as 15 years of critical administrative experience. He has a well-established relationship with Dr. Torres and the Washington Global model, having successfully delivered a facility for their Washington, D.C. campus. Working closely with GPCF and Mississippi Global, Mr. Porter will secure an optimal facility that caters to the unique needs of the Mississippi Global community.

SECTION 2: OPERATIONS PLAN & CAPACITY

ORGANIZATION CHARTS.

The Mississippi Global Academy (MSGA) organizational chart outlines the school's leadership structure at three (3) stages: Year 1, Year 5, and Full Capacity. In Year 1, the Board of Directors oversees the school's operations, with the Principal reporting directly to the board. The Principal is supported by an Instructional Coach, Dean of Students, Director of Operations, Lead Teachers, Special Education Teachers, an Electives Teacher, and Assistant Teachers. The school also receives support from the Education Service Provider (ESP), Global Public Charter Foundation (GPCF). By Year 5, the organizational structure expands to include an Assistant Principal (added in Year 4), a Special Education Coordinator (added in Year 3), and Paraprofessionals. The Principal continues to report to the Board of Directors, while the other roles report to the Principal. At Full Capacity, the organizational chart further develops to include multiple Assistant Principals, a Guidance Counselor, additional Instructional Coaches, Lead Teachers, Special Education Teachers, Electives Teachers, and Paraprofessionals. The Principal directly oversees these roles, with the Board of Directors providing overall governance. The Mississippi Charter School Authorizer Board oversees the school's operations and performance throughout all stages.

LEGAL STATUS AND GOVERNING DOCUMENTS.

Mississippi Global is a 501(c)(3) nonprofit public charter school. The school received 501(c)(3) nonprofit status in March 2024. Mississippi Global was incorporated as a nonprofit organization in February 2024 in the State of Mississippi. The Mississippi Global Board of Trustees will govern Mississippi Global. The school will be accountable to the Mississippi Charter School Authorizer Board and abide by Mississippi's Sunshine Laws codified in the Mississippi Code, Title 25, Chapter 41. Attachment 12 includes the Board Bylaws, Code of Ethics, Conflict of Interest Policies, and the statement of assurances. Please see Attachment 11 Organization Charts for further details.

GOVERNING BOARD.

Mississippi Global's Board of Directors is dedicated to upholding the school's mission by fostering academic excellence, collaboration, inclusivity, and family engagement. The board consists of accomplished individuals with diverse expertise, united in their commitment to the school's success. Key criteria for board membership include:

- Strong commitment to the mission
- High personal and professional integrity
- Experience in board service or community leadership
- Dedication to fundraising and development efforts
- Expertise in education, business, or other relevant fields
- Willingness to dedicate time for effective oversight and governance.

The board's responsibilities encompass academic performance, financial management, and legal compliance. They provide strategic leadership, uphold public trust, and engage in regular self-evaluation. Board members exemplify integrity, support the Principal's development, and actively seek professional development opportunities.

Mississippi Global welcomes stakeholder participation through open board meetings, surveys, volunteering, and committee membership. Parents and guardians are encouraged to join committees and apply for board membership after the founding year. Board members actively participate in school events to foster stronger relationships and gain insights into the school's culture and climate.

Governance Structure.

The Mississippi Global Board of Directors ensures that the school fulfills its charter obligations. The board's primary responsibilities include:

- Duty of Care: Exercising sound judgment, actively participating in meetings, understanding initiatives and operations, and employing independent reasoning.

- Duty of Loyalty: Demonstrating unwavering commitment, disclosing conflicts of interest, and refraining from using institutional information for personal benefit.
- Duty of Obedience: Adhering to regulations, complying with bylaws, and upholding the school's mission and principles.

Per the board's bylaws, The board consists of 3-13 members, with the principal as the only school employee reporting directly to them. The board is responsible for hiring, firing, setting goals, evaluating the principal's performance, and ensuring a succession plan. They provide guidance, correction, and support to the principal, and identify professional development opportunities based on evidence from stakeholder interactions and performance reviews.

An Academic Advisory Committee of community members will guide the school's academic programmatic growth, ensuring that it meets the community's needs. Temporary task forces will be formed to address specific objectives and solve clearly defined problems.

Board positions include:

- Board Chair: Experienced in strategic planning and leadership development, chairs the Executive Committee, oversees board meetings, supports board members, leads principal evaluation.
- Vice Chairperson: Assists the Chair, performs duties in the Chair's absence, sits on the Executive Committee.
- Secretary: Provides organizational support, posts agendas, takes minutes, ensures required signatures, maintains knowledge of legal documents.
- Treasurer: Sits on the Finance Committee, oversees its work, provides monthly updates on budgeting, financial performance, and key financial matters, including the audit process.

Board members will serve on at least one (1) of the five (5) standing subcommittees described below: Executive, Governance, Finance, Academic Advisory, Outreach and Development.

Committee	Overview
Executive Committee	Led by the Board Chair, the Executive Committee will oversee all business and operational aspects of the board. This committee will also develop and disseminate agendas before board meetings and engage in and work with the Board Secretary to ensure all required information is provided to external parties. The Vice Chair will also serve on this committee and assume the Chair's role in his/her absence.
Governance Committee	This committee ensures the board meets its duties and responsibilities and remains a high-quality oversight body. Its tasks include orienting new board members, ensuring that bylaws are adhered to, recommending any changes to the bylaws for the board to vote on, and recruiting and nominating potential board members.
Finance Committee	Led by the Treasurer, the finance committee practices and implements policies. Duties include reviewing budgets and financial statements, facilitating the annual budget, getting approval, and ensuring the accurate and timely completion of the annual financial audit and Form 990.
Academic Advisory	This committee will oversee the quality and effectiveness of the school's academic plans and outcomes, ensure compliance with state and federal rules, and work with the principal to develop initiatives that address the whole child consistent with the school's mission.

Outreach and Development	This committee will lead and oversee the school's community outreach and fundraising efforts and will also ensure that current and future fundraising activities are identified and successfully implemented.

The principal, responsible for the school's day-to-day operations, is an ex-officio board member who participates in meetings and is a non-voting board member. As an ex-officio board member, the principal serves as the liaison between the board and the school staff, effectively communicating the board's decisions to staff members and relaying any applicable information to the board. The principal is responsible for the implementation of policies and procedures put in place by the board to accomplish the school's mission. It is essential that the board and principal understand and respect the boundaries of governance (board role) and management (principal role).

Governing Board Composition.

The Mississippi Global governing board is committed to diversity, expertise, and dedication to the school's mission. The board will comprise up to thirteen members with diverse backgrounds and skill sets.

Current Board Members and Expertise:

- Lysa Scott (Chair): J.D., experienced educational leader, former school leader, and leadership coach.
- Janelle Jeter-Smiley (Vice Chair): Extensive classroom experience, founding teacher at Washington Global, expertise in student recruitment, and academic excellence.
- Lindsay Dawson (Treasurer): Marketing Manager, MBA, brings business and marketing expertise.
- Kennard Speed (Secretary): Deep understanding of teacher development and successful school elements.
- Tony Anderson (Board Member): Science teacher, pastor, strong foundation in science instruction and community ties.
- Tony Gann (Board Member): Extensive elementary school teaching experience expertise in early literacy instruction.

Desired Areas of Expertise (Prospective Board Members):

- Finance
- Recruitment and HR
- Nonprofit Compliance and Legal

Key areas of expertise:

Teaching and Learning	Finance	Outreach/ Marketing	Recruitment and HR	Nonprofit Compliance and Legal	Community
● Jeter-Smiley ● Gann ● Speed ● Anderson ● Scott	● Dawson ● Scott	● Jeter-Smiley ● Dawson ● Anderson	● Scott ● Speed	● Dawson ● Scott	● Anderson ● Gann

Governance Structure and Composition.

The structure and composition of the board will ensure education and operational success by:

- posting board meeting dates and meeting minutes to the school's website
- having clear roles and responsibilities
- ongoing governance and ethics training and education
- seating and retaining diverse and expert membership with staggered terms to upload institution knowledge
- remaining focused on goals and the development of its strategic plan

- receiving monthly operational updates to include budget to actuals reporting, enrollment counts, staff levels, and pertinent facility updates
- communicating a clear and rational decision-making framework
- routinely communicating and publishing via its website performance metrics and results from assessments and internal and external reviews (e.g., site visits from the authorizer)
- maintaining multiple methods of communication between stakeholders (e.g., in-person, individual meetings, email, social media, SIS broadcasts and text messages, scheduled school events, and virtual and telephone contact)
- providing opportunities for parents and guardians to visit their child's classroom to understand and support everyday teaching and learning
- annual assessment of board membership.

Evaluation Strategy:

As noted below in the Performance Evaluation section, Mississippi Global intends to utilize the Mississippi Educator and Administrator Professional Growth System. Before the opening of the school, additional, customized evaluation criteria and protocols for the principal and school will be developed and approved by the Mississippi Global Board of Directors. At the beginning of the school year, the board and principal will review the performance metrics to ensure that expected outcomes are clearly understood. The principal will be evaluated formally annually in May of the school year. In December, a progress and informal review of the school and principal will occur mid-year. The informal and formal review will include an assessment of the same areas identified in the MCSAB charter school performance framework. By including key performance indicators from the academic, financial, and organizational framework, the measurement of the principal and school operations will always be aligned with the state's evaluation mechanism.

Involving Stakeholders:

The school will actively encourage parents and guardians of current students to apply for committee and board membership. During visits to the school throughout the year, board members will extend open initiations to teachers and staff to attend board meetings. Board meeting dates will be published at the school entrance and shared with staff via routine email communication. At least twice a year, the school will publicly announce (through family newsletters and bulletins, social media, and contact with community groups and nonprofit associations) the process of how and when to apply for board and committee membership. By creating a vast pool of qualified and diverse board candidates, the school will have access to skilled and willing volunteers invested in improving the outcomes for its student body.

Current Board Members:

Mississippi Global's Board of Directors includes the following highly-qualified community members and professionals:

- Lysa Scott (Chair): Robust legal and educational leadership expertise.
- Janelle Jeter-Smiley (Vice Chair): Extensive classroom experience and expertise in student recruitment.
- Lindsay Dawson (Treasurer): Skillful nonprofit Board, business, and marketing expertise.
- Kennard Speed (Secretary): Deep understanding of teacher development.
- Tony Anderson (Board Member): Possesses expertise in science instruction and community ties.
- Tony Gann (Board Member): Significant expertise in early literacy instruction.

Board Selection:

The establishment of the initial governing board was an organic process, resulting from collaborative efforts and strategic outreach within the educational community. Moving forward, the selection of new board members will adhere to a formal procedure as outlined in the bylaws, requiring a majority vote by a quorum of the existing board. To ensure the ongoing success of the school and the diverse

representation of stakeholders, the board is committed to actively recruiting individuals with a wide range of skills and experiences. Furthermore, a rigorous screening process will be implemented to evaluate the qualifications and commitment of prospective board members.

The bylaws provide a framework for board selection, but the initial board formation occurred organically. Dr. Elizabeth Torres, the co-founder and current CEO of Washington Global and President of the Global Public Charter Foundation (GPCF), collaborated with other members of the applicant team, who include individuals with critical knowledge of the award-winning academic model and charter school start-up to ensure that the Mississippi Global Board has a robust skill set to ensure a smooth school launch. Eventually, Mississippi Global will grow its board from the current six (6) members by adding individuals with the skills necessary to ensure the school's success. This will ensure diversity and a large margin of maintaining the required membership count by using a systematic board member recruitment process facilitated by the Governance Committee.

The board's initial priorities encompass:

1. Developing a comprehensive job description for volunteer board members, detailing required experience, skills, and time commitment.
2. Establishing a timeline for appointing new board members.
3. Creating a rubric for evaluating candidate qualifications.
4. Identifying diverse channels for publicizing the board member position, including social media, professional networks, and community organizations.
5. Formalizing an onboarding process for new members.
6. Implementing a three-round screening process upon charter approval, including an initial phone interview, an in-person meeting, and reference checks, culminating in a board vote and orientation for successful candidates.

Board Meetings and Committee Structure:

The governing board will convene for a minimum of six regular meetings annually, employing a hybrid format to facilitate both in-person and virtual attendance. Meeting agendas will be disseminated publicly at least 24 hours before each session. Strategic planning and board nominations will be conducted annually. The founding/transitional board will establish five standing committees: Executive, Governance, Finance, Academic Advisory, and Outreach and Development. Each committee will be chaired by a board member with substantial experience and expertise in its respective domain. Some overlap in committee membership may occur during the initial phases of school establishment and transition. The school's principal, senior leadership, and staff are encouraged to express their interest in participating in committees. Committee membership provides an avenue for key stakeholders who may need help to commit to full board membership to contribute their specialized knowledge and skills to the school's advancement. Temporary task forces will be formed as needed to address specific, well-defined objectives. These task forces will focus on resolving particular challenges or strategically pursuing clearly articulated goals.

Transition to Formal Governance.

One board member, Jeter-Smiley, is on the applicant team. The founding board will expand and become the transitional board, which will, in turn, represent the founding board.

Increasing Board Capacity.

After the charter application is approved, board member recruitment will resume. During this round of board selection, the board will conduct a needs analysis to identify specific areas that need to be addressed to develop the most well-rounded and highly skilled board possible. By December 2024, at least two (2) more board members who possess qualifications that strengthen the leadership capacity of the board will be selected and elected to the board. By March 2025, at least two (2) additional members will be

selected. The initial six (6) members and additions in December and March are the founding and transition board and will provide oversight during the opening of the school.

At least three (3) months before a member's term expires, the board will initiate the recruitment process to fill the upcoming board member vacancy, barring any unforeseen circumstances. Even if there is no active board vacancy, board members will be encouraged to share the names of prospective board member candidates for future recruitment. Specific action steps that will be taken to increase board capacity include:

- Targeted recruitment
- Ongoing assessment of board member skills and identified needs to be represented.
- Leverage the professional networks of existing board and committee members.
- Ongoing education on relevant and timely topics
- Succession planning for key board roles and principal
- Developing a pipeline of future leaders through mentorship and developing committee members
- Use of board management software to ensure board documents are streamlined and leveraged.
- Annual, formal review of the board's performance
- Continually assess if capacity-building measures are providing expected returns and make decisions about board members' continued participation.

A commitment to these strategies will create a strong and dynamic board equipped to provide the school and principal with the high-quality leadership needed to accomplish the school's mission. The bylaws require at least three (3) board members and a maximum of thirteen (13) board members at any given time. Potential board candidates are elected by a majority vote of a quorum of the board.

Recruitment Priorities:

The ideal founding board member will have demonstrated skills in leadership development, international education expertise, finance, law, international affairs, fundraising and development, data analysis, facilities management, board governance, community engagement, and nonprofit management. Currently, facility expertise is provided by a member of the applicant team. The board's top recruitment priorities are individuals with data analytics and facilities management expertise.

Orientation and Ongoing Training:

Each board member is expected to obtain eight (8) hours of annual high-quality and targeted professional development and training, which the board secretary will document. Board members must also stay updated on changes in charter laws, educational standards, and overall best practices in nonprofit management. The board will follow updates on the "Governing Board Training Resources" available on the MCSAB website. Board members will attend virtual or in-person presentations hosted by the authorizer and collaborate with subject matter experts to provide board training. When appropriate, the board will also hold internal professional development sessions led by Mississippi Global's Board and/or committee members. Board members will also track high-quality training hosted by local and regional education associations.

Training and Development Plan:

Time	Topic	Participant Requirements
Post recruitment, new member orientation	Governance, Open Meetings Laws, Ethical Standards and Conflict of Interest (90 min)	Required – new members and founding board
Ongoing	Topics mandated or suggested by the MCSAB	As stated by the MCSAB
November 2024	Understanding Charter School Law and Regulations (90 min)	Required – all board members

January 2025	Leadership Development (60 min)	Required – all board members
February 2025	Academic Advisory/Special Education (90 min)	Board chair and Academic Advisory Committee members
March 2025	Financial Management/ Federal and State Funding (90 min)	Board chair and Finance committee members
April 2025	Strategic Planning (60 min)	Required – all board members
May 2025	Board Operations and Meeting Conduct (60 min)	Required – all board members
June 2025	Risk Management (60 min)	Required – all board members

Pre-Existing Non-Profit Organization.

The Global Public Charter Foundation (GPCF) is a nonprofit formed to foster a network of charter schools based on the Washington Global Public Charter School model. The GPCF will not manage Mississippi Global but will provide critical resources and services to ensure its success (See Addendum 3). Mississippi Global Academy, a new non-profit corporation governed by a board separate from the GPCF, will hold the charter.

Governance:

Mississippi Global's independent board will not have to align board membership or mission and bylaws to the GPCF. Dr. Elizabeth Torres, the President of the GPCF, will spearhead Mississippi Global's founding efforts. With her extensive experience and expertise, she will ensure a smooth and successful launch of the organization and continue to foster its growth until local leadership has been identified, onboarded, and allowed a reasonable period of time to complete the integration process.

Ethical Standards and Procedures.

Mississippi Global maintains a rigorous commitment to ethical conduct within its governing board. All board members must uphold high ethical standards and participate in annual training regarding the organization's conflict-of-interest policy (refer to Attachment 13). Annually, each member will sign a declaration acknowledging their understanding of and adherence to this policy. Before engaging in any transaction or agreement, the board will consult these documents to identify potential conflicts of interest. In the event of a conflict, whether real or perceived, the affected board member will disclose the conflict and recuse themselves from all related discussions and voting, in accordance with relevant laws and policies. Additionally, board members will submit an annual statement of economic interest to the Mississippi Ethics Commission, further demonstrating their dedication to transparency and ethical governance.

ADVISORY BODIES.

Currently, there are no plans to create advisory bodies. The board does not want to add more complexity or administrative oversight. However, the board is open to seeking additional guidance to thoroughly consider all aspects of difficult decisions to ensure the best choices are made for the school.

GRIEVANCE PROCESS:

Mississippi Global provides a formal grievance procedure to address concerns or complaints regarding school operations, staff, or policies. This structured process aims to facilitate open communication and ensure fair resolution of issues and includes the following:

1. Informal Resolution: Parents are encouraged to first address concerns directly with the involved staff member, or the teacher if the issue is classroom-related. For concerns related to school operations or student services, parents should approach the Director of Operations.

2. Formal Complaint: If informal resolution is unsuccessful or the issue is more serious, parents may file a written complaint with the principal. The complaint should detail the issue, involved parties, and prior attempts at resolution. The school will acknowledge receipt of the complaint in writing within three school days.
3. Principal Review and Decision: The principal will conduct a thorough review, potentially involving other staff or board members. Meetings may be held with relevant parties to gather further information. A written decision will be communicated to the parent within 21 days of the complaint filing. A board member will facilitate the process if the principal is a party to the grievance.
4. Board Appeal: If parents are dissatisfied with the principal's decision, they may submit a written appeal to the governing board. The board will review the complaint and previous findings, potentially holding additional meetings. A final, binding decision will be communicated in writing within 30 days. In exceptional cases, the board may engage external counsel for investigation.
5. MCSAB Grievance: If the issue remains unresolved, parents may submit a grievance to the Mississippi Charter School Authorizer Board (MCSAB). MCSAB's complaint procedure is detailed on their website.

Mississippi Global will publish the complete grievance procedure on its website and include it in family and employee handbooks. All communication, meetings, and decisions will be thoroughly documented, maintaining confidentiality to protect all parties. The process will be monitored, and feedback will be sought to ensure continuous improvement.

STAFF STRUCTURE

Year 1 Positions:

In its inaugural year, Mississippi Global will operate with 13.5 full-time equivalent (FTE) positions. This includes the Principal, who oversees the school's daily operations and reports directly to the board of directors. The Principal's team comprises the Director of Operations, Dean of Students, Lead/Spanish Teachers, and an Instructional Coach. A part-time Operations Associate will support the Director of Operations.

Future Positions:

As the school expands, additional positions will be added in subsequent years. By year 5, the total FTEs will increase to 45, incorporating a Special Education Coordinator (added Year 3), Assistant Principal (added Year 5), additional Lead Teachers, Spanish Teachers, and Special Education Teachers. The operations team will remain consistent since Year 3 when the school hires a full-time operations associate, while nursing services will continue to be outsourced locally.

Staffing represented in terms of full-time equivalent *FTE):

Year	**FTE**	**Year**	**FTE**
Year 1	13	Year 4	35.5
Year 2	18	Year 5	41
Year 3	29		

Administrative, Instructional, and Operational Staff:

The school's staffing encompasses administrative roles (Principal, Assistant Principal, Director of Operations, Dean of Students), instructional staff (Lead Teachers, Spanish Teachers, Special Education Teachers, Instructional Coach), and support staff (Operations Associate and Paraprofessionals).

Teacher-Student and Adult-Student Ratios:

Throughout the first five years, the teacher-student ratio will not exceed 18:1. The adult-student ratio will evolve, starting at 9:1 in Year 1 and gradually reaching 10:1 by Year 5, ensuring adequate support for students as the school grows.

Additional Support:

Mississippi Global will partner with the Global Public Charter Foundation (GPCF) as an Education Service Provider (ESP). GPCF will offer vital services in areas such as charter start-up, academics, and operations, resources, materials, and access to an award-winning academic model, supplementing the school's internal staff and resources.

STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION.

School-Employee Relationships.

Mississippi Global is committed to fostering a positive and supportive work environment that promotes collaboration, effectiveness, and shared dedication to student achievement. To achieve this, the following principles will guide the relationship between senior administrators and staff:

1. **Open Communication:** Regular meetings and communication channels will ensure staff are informed about updates, policy changes, and school-wide goals. Staff will be involved in decision-making processes when possible, and the rationale behind decisions will be transparently communicated.
2. **Conflict Resolution:** Clear procedures for addressing and resolving conflicts among staff will be established. Administrators and managers will receive training in conflict resolution techniques to facilitate constructive dialogue and maintain a harmonious work environment.
3. **Resource Allocation and Professional Development:** Staff will be provided with the necessary tools and resources to perform their roles effectively. Senior administrators will prioritize professional growth by offering high-quality professional development opportunities to both instructional and non-instructional staff.
4. **Supportive School Culture:** Senior administrators will foster a welcoming and inclusive school culture that values diversity and encourages collaboration, contributing to a sense of community among staff.

Upon hiring, all staff will sign a one-year, at-will employment contract. For applicable staff members, Mississippi state performance evaluations will be a primary factor in rehiring and dismissal decisions.

Compensation Structure:

Mississippi Global is pleased to offer a highly competitive salary and comprehensive benefits package. All full-time employees can participate in the school's health (including dental, vision, disability, and life) and retirement plans.The school will subsidize a percentage of the employee's benefits and their dependents according to industry standards, which will be determined once Mississippi Global receives insurance premium quotes. Mississippi Global will offer a 401K plan with a 2% match. Other mandated benefits to be paid by the school are social security, Medicare, workman's compensation, and unemployment insurance. Mississippi Global will provide opportunities for teachers to earn stipends, which will further augment their compensation. The stipends will be allocated for supporting after-school programming and providing instruction coaching.

Average Salaries in Y1:

- Principal: $87,000
- Director of Operations: $62,000
- Dean of Students: $55,000
- Instructional Coach: $58,000
- Teachers: $50,000
- Paraprofessionals: $30,200

Designing a competitive compensation package is essential to drawing and retaining top talent.

Strategy, Plans, and Timeline for Recruiting and Hiring Teaching Staff.

Mississippi Global aims to attract and hire highly capable and experienced teachers committed to their students' success. Recruitment will align with the Every Student Succeeds Act (ESSA), which

emphasizes the importance of having competent, qualified, and effective educators in schools. Mississippi Global will begin recruitment as early as possible and treat it as an ongoing event that engages the board and staff.

Recruitment Actions	Action Steps	Timeline
Planning and preparation	Define roles and create job descriptions.	May to June 2024
Recruitment	Advertise, community outreach, and attend hiring events.	November 2024 to March 2025
Application Period	Collect applications and begin initial screening.	November 2024 to March 2025
Interviews and Selection	First and second rounds of interviews, reference checks, and fingerprinting/ background checks.	January 2025 to June 2025
Job Offers (contingent on results of background check) and Onboarding	Extend offers and obtain candidates written acceptance.	March 2025 to June 2025

It is essential that Mississippi Global has a clear online presence, supported by marketing materials that offer a distinct value proposition, highlighting the school's mission. The school will set recruitment targets and milestones and tap expert resources within its network for additional capacity as needed. To reach the right audience and demographic, the school will employ various strategies, such as using social media and tailored advertisements. Positions will be posted on popular local and regional education and nonprofit websites, community events, and shared through traditional advertising in print, billboards, and radio. As data becomes available, Mississippi Global will analyze the effectiveness of each mode of outreach and shift resources and efforts to the most effective recruitment strategies. In addition, Mississippi Global is working with Teach for America of the Greater Delta to identify high-quality teaching candidates committed to educational excellence. Mississippi Global Board Member Kennard Speed is the TFA region's Managing Director of Alumni Affairs and is assisting the school in spearheading this effort.

Other recruitment efforts include distributing ready-made emails and text messages that can be quickly shared with the professional and personal networks of board members and staff, contacting local and regional schools of education to seek referrals from professors at these schools, attending career fairs, and tapping into alternative teacher pipelines and/or their alumni, such as Teach for America. Mississippi Global will search for passionate, committed educators who are enthusiastic about promoting high expectations across the school. Mississippi Global teachers must possess, at a minimum, a bachelor's degree from an accredited college or university, although the degree is not required to be in an education field. Additionally, all Mississippi Global teachers are required to hold a current Mississippi Teaching License. Mississippi Global teachers must also have a passing Praxis score on the Praxis Core Academic Skills for Educators, Praxis Subject Assessment, and the Praxis: Principles of Learning and Teaching.

Hiring and Dismissal Process.

Mississippi Global places the utmost importance on the safety and well-being of its students. As such, all employees, volunteers, and board members will be subject to a thorough criminal background check, encompassing fingerprinting and a search of the Mississippi Department of Child Protection Services' child abuse registry. Offers of employment are contingent upon the verification of a clear background check. The Director of Operations, under the supervision of the Principal, will oversee this process, ensuring confidentiality and compliance with all applicable regulations Upon hiring, new employees will undergo a comprehensive onboarding process, facilitated by the Director of Operations,

with support from the Principal and Operations Associate. This process includes meticulously reviewing all required documentation, including legal, tax, payroll, banking, and benefits forms. To facilitate the completion of this paperwork, periodic group sessions will be conducted for new hires. In the interest of maintaining a secure environment, Mississippi Global will conduct periodic criminal background checks on existing employees throughout their tenure.

The school adheres to a progressive discipline policy, prioritizing support and improvement for employees who do not meet performance expectations. A formal performance improvement plan will be implemented, accompanied by coaching and guidance. Should performance remain unsatisfactory, termination of employment may occur, following established procedures and appropriate notice. Termination meetings will be conducted in the presence of the Principal and a relevant administrator. The Director of Operations will manage the offboarding process, including returning school property and revoking access to school systems. In instances of egregious or unsafe behavior, immediate termination and removal from school premises may be necessary, with the individual being escorted by administrators.

Teacher Support and Development.

Mississippi Global is committed to providing teachers with a robust and comprehensive professional development program designed to equip them with the essential tools needed for success in the classroom. As outlined in the school's Professional Development Plan, the school's Principal and Instructional Coach will draw upon industry best practices and leverage the expertise of the school's leadership team and the Global Charter Public Foundation to lead professional development offerings for all teachers and staff. This carefully crafted plan offers teachers ample opportunities for support and growth, including personalized one-on-one coaching sessions and a pre-service training period prior to the commencement of the academic year. By investing in teachers' development from the outset, the school aims to ensure that every educator is well-prepared and poised for success as they embark on their journey at Mississippi Global.

Evaluation.

Mississippi Global has chosen to evaluate teachers using the Mississippi Educator and Administrator Professional Growth System (PGS), a comprehensive framework designed by education experts from across the state to promote high-quality teaching and positively impact student achievement, as required by MS Code §37-19-7. After carefully reviewing the _PGS Teacher Growth Rubric Observation and Feedback Guidebook_ (2019), the school determined that the PGS aligns seamlessly with Mississippi Global's mission and values, as it addresses critical standards of high-quality instruction across four (4) key domains. These domains are as follows:

- Domain 1: Lesson Design
- Domain 2: Student Understanding
- Domain 3: Culture and Learning Environment
- Domain 4: Professional Responsibilities

Mississippi Global believes that a combination of informal and formal observations is essential to evaluate teacher performance and foster continuous growth effectively, in accordance with MS Code §37-19-7.

Informal Observations.

Mississippi Global's instructional leadership team will conduct a minimum of two (2) informal observations throughout the academic year. These unscheduled observations, lasting approximately 15 minutes each, will occur once in the first and second semesters. Following each informal observation, teachers will receive constructive feedback highlighting their strengths and areas for improvement across all four (4) domains, focusing on the most critical areas. This approach allows for ongoing support and guidance, enabling teachers to refine their skills and adapt their practices in real time.

Formal Observations.

In addition to informal observations, the instructional leadership team will conduct at least one (1) formal observation per teacher during the school year, as mandated by MS Code §37-19-7. These scheduled observations consist of a pre-conference, the observation itself, and a post-conference, providing a structured framework for comprehensive evaluation and feedback. During formal observations, teachers will be assessed across all four (4) domains and receive verbal and written feedback tailored to their needs and goals. Mississippi Global aims to support each teacher's unique professional development journey by prioritizing personalized feedback.

Performance Evaluation.

To ensure a consistent and objective evaluation process, teachers will be rated using a 1-4 performance level point scale during formal observations, with 1 indicating the lowest performance and 4 representing the highest, as outlined in MS Code §37-19-7. The PGS rubric will be employed to generate a summative score for each teacher, providing a clear and measurable assessment of their overall performance. Mississippi Global recognizes the value of this evaluation data. It will utilize it to inform teachers' professional development trajectories and guide informal employment decisions, always with the goal of supporting educators' growth and success.

School Leader Support, Development, and Evaluation.

Mississippi Global believes in the importance of supporting, developing, and evaluating the school leader to ensure student success and the organization's overall health. To achieve this, the school will utilize the Mississippi Educator and Administrator Professional Growth System as the foundation for the school leader's evaluation and professional development, as required by MS Code §37-19-7.

In addition to the Professional Growth System, the school will supplement the evaluation process with factors that are critical to the success of a charter school leader. These factors include:

1. Budgeting and financial management: The school leader will be assessed on their ability to develop and adhere to a balanced budget, make sound financial decisions, and ensure the school's long-term financial stability in compliance with MS Code §37-19-7.
2. Student recruitment and retention: The leader will be evaluated on their effectiveness in attracting and retaining students, maintaining high enrollment numbers, and fostering a positive school reputation within the community, as required by MS Code §37-28-23.
3. Board relationship: The school leader will be assessed on their ability to maintain a productive and transparent relationship with the Mississippi Global's Board of Directors, keeping them informed of the school's progress, challenges, and successes, as mandated by MS Code §37-28-37.
4. School culture and climate: The leader will be evaluated on their success in creating and maintaining a positive, inclusive, and supportive school culture that promotes student learning and staff collaboration in accordance with MS Code §37-28-39.
5. Academic performance and growth: The school leader will be assessed on their ability to drive academic excellence, monitor student progress, and implement effective instructional strategies to ensure that all students meet or exceed academic standards, as required by MS Code §37-28-39.
6. Staff management and development: The leader will be evaluated on their effectiveness in recruiting, supporting, and retaining high-quality staff members, as well as providing opportunities for professional growth and development.

Throughout the school year, the school leader will receive ongoing support and guidance from the Mississippi Global Board of Directors and any other relevant stakeholders. This support will include regular check-ins, goal-setting sessions, and professional development opportunities to address any improvement areas identified through the evaluation process, as mandated by MS Code §37-28-37. By combining the Mississippi Educator and Administrator Professional Growth System with these additional factors, Mississippi Global aims to provide a comprehensive and tailored approach to supporting, developing, and

evaluating the school leader, ultimately driving the success of students and the organization as a whole, in accordance with MS Code §37-28-39.

Unsatisfactory Performance Plan:

Ensuring high-quality leadership and effective teaching is paramount to the success of Mississippi Global Academy. The school has developed a robust, multi-tiered approach to address unsatisfactory performance, manage turnover, and maintain a positive school culture that fosters growth and success for all Mississippi Global educational community members.

When a teacher's performance falls below expectations, the school will implement a tiered support system:

1. Targeted Professional Development: Mississippi Global's professional development plan, detailed in the Professional Development section, offers targeted support to struggling teachers. This may include mentoring, coaching, and specific training to address identified areas of improvement.
2. Formal Improvement Plan: If a teacher's performance does not improve after receiving targeted support, the Principal will place the teacher on a formal improvement plan. This plan outlines specific goals, action steps, and timelines for improvement, providing a clear roadmap for success.
3. Disciplinary Action: In the event that a teacher violates the Mississippi Educator Code of Ethics, the Principal will determine the appropriate course of disciplinary action, up to and including termination. The school takes its ethical responsibilities seriously and will not tolerate any actions undermining Mississippi Global students' trust and well-being.

The school leader reports directly to the Mississippi Global Board of Directors, who will conduct annual evaluations using the Professional Growth System (PGS) and additional measures outlined in the previous section. If the school leader's performance falls below expectations, the board will take appropriate action, which may include:

1. Leadership Coaching: The board may provide targeted coaching and support to help the school leader improve their performance and effectively guide the school towards its goals.
2. Leadership Transition: In cases where the school leader consistently underperforms or engages in actions that violate the school's mission and values, the board will search for a new, high-performing leader to ensure the school's continued success.

Retention and School Culture: Mississippi Global Academy will implement a comprehensive retention plan to minimize turnover and maintain a stable, high-quality teaching force. This plan includes:

1. Competitive Compensation: The school offers competitive salaries and benefits to attract and retain top talent.
2. Professional Growth Opportunities: Mississippi Global's robust professional development program provides ongoing opportunities for growth, leadership roles, and career advancement within the school.
3. Supportive School Culture: The school fosters a collegial, collaborative environment where teachers feel valued, supported, and empowered to make a difference in the lives of their students.
4. Teacher Voice and Leadership: Mississippi Global actively seeks teacher input in decision-making processes and provides opportunities for teachers to assume leadership roles within the school.

PROFESSIONAL DEVELOPMENT

Responsibility.

The oversight of Mississippi Global's professional development (PD) program will be collaborative. The Principal will hold primary responsibility, leading the design and implementation of a comprehensive PD plan in collaboration with the school's Leadership Team. This team will be responsible for ensuring the plan aligns with the school's mission and goals and the Mississippi Teacher Professional Growth Cycle. The Instructional Coach will serve as the point person for day-to-day PD operations and will be responsible for facilitating professional learning sessions, providing individual coaching and support to teachers, and collaborating with staff to implement new strategies and best practices.

Leveraging their experience with Washington Global, a Blue Ribbon School in Washington, DC, the GPCF will collaborate with Mississippi Global to offer comprehensive Professional Development (PD) to empower the school's teachers. This PD program will draw upon their successful track record, equipping educators with the skills to:

- Align curriculum with state standards, ensuring a strong foundation for student achievement.
- Individualize instruction to meet the specific needs of the targeted student population.
- Develop and implement effective intervention plans to close achievement gaps and support all learners.
- Integrate best practices across all school programs, fostering a cohesive and successful school.
- Develop a Mentoring and Induction program that results in strong teacher retention rates and effective instructional practices.

Core Components.

Mississippi Global deeply values professional development and considers it essential for teacher and student success. The school will actively encourage and support instructional staff in pursuing National Board Certification (NBC). This prestigious credential signifies an educator's advanced knowledge, skills, and commitment to continuous growth beyond basic state licensure. Extensive research links NBC to improved student outcomes (NEA, 2013). Even the process of preparing for certification, regardless of the outcome, compels teachers to reflect deeply on their practice, leading to strengthened instruction. Mississippi Global will offer incentives to recognize teachers who achieve this distinction. NBC involves a rigorous portfolio of four (4) components: demonstrating classroom expertise, video analysis of teacher-student interactions, student work samples, and self-reflection. The portfolio aligns with the following core propositions that form the foundation of NBC standards:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Mississippi Global's professional development will mirror these five (5) propositions as well as other areas that support the school's mission and teacher growth. Core areas of focus include:

Core Professional Development Areas for Mississippi Global

Topic	Description	Outcomes
Mississippi College and Career Readiness Standards (MCCRS)	Led by Principal and Instructional Coach. Required for all teachers before the school year starts, with ongoing support throughout the year.	● By the end of Summer Institute, teachers know MCCRS across content areas for interdisciplinary instruction and fluid integration into lesson plans. ● By the end of Year 1, teachers know MCCRS modifications/updates.
Curriculum by Content Area and Intervention Programs	Led by GPCF during summer institute and the Principal and Instructional Coach during the school year, teachers in each content area deep-dive into content-based curriculum and intervention programs outlined	● By the end of Summer Institute, teachers will understand the curriculum for their applicable content area and build out their first unit. ● By the end of Year 1, teachers have a deep understanding of their content area curriculum and have built out all Units and lesson plans.

	in the Education Plan.	
Student Assessments	Led by Principal, Instructional Coach, and GPCF. Required training on relevant assessments before school year, with ongoing support.	● By the end of Summer Institute, teachers know student assessments, measuring growth, and preparation strategies. ● By the end of Year 1, teachers are aware of any assessment changes and tracking student growth year-over-year.
Formative Assessments	Work with Instructional Coach throughout the year to use formative assessments to drive instruction. Additional training as needed.	● By the end of Summer Institute, teachers know how to develop and use formative assessments to direct teaching. ● By the end of Year 1, teachers refine formative assessment development abilities.
Classroom and Behavior Management	Work with Instructional Coach and Dean of Students throughout the year. Additional training as needed.	● By the end of Summer Institute, teachers are familiar with effective, positive behavior management techniques and the school's discipline policy. ● By the end of Year 1, teachers know how to reflect and improve classroom management abilities.
Cultural Fluency	Led by Dean of Students, focusing on community demographics and cultural context. Ongoing support as needed.	● By the end of Summer Institute, teachers are knowledgeable about cultural diversity, effective communication, and available resources. ● By the end of Year 1, teachers understand cultural fluency in the community and relate it to teaching practice for social justice.
Universal Design for Learning (UDL)	Led by GPCF before the school year, with Instructional Coach providing ongoing support.	● By the end of Summer Institute, teachers know 3 UDL principles and are able to incorporate technology into lessons. ● By the end of Year 1, teachers effectively incorporate all 3 UDL principles into teaching.
Teach Like a Champion	Led by school leaders supported by GPCF on teaching strategies.	● By the end of Summer Institute, teachers know TLAC principles. ● By the end of Year 1, teachers effectively incorporate TLAC strategies into teaching.
Positive Behavioral Supports and Interventions (PBIS)	Led by GPCF before the school year. Dean of Students provides quarterly follow-ups and ongoing support.	● By the end of Summer Institute, teachers know SWPBIS. ● By the end of Year 1, teachers effectively incorporate SWPBIS strategies into the classroom.
Special	Led by Principal in	● By the end of Summer Institute, teachers

Education Students	collaboration with GPCF during Summer Institute, including Mississippi legal guidelines. Ongoing support throughout the year, including using data to guide instruction.	understand SPED policies, accommodations, and modifications. ● By the end of Year 1, teachers effectively incorporate support for SPED students into classrooms.
English Learners (EL)	Led by GPCF, Instructional Coach, and Principal during Summer Institute, including Mississippi resources. Instructional Coach provides ongoing support.	● By the end of Summer Institute, teachers understand EL policies. ● By the end of Year 1, teachers effectively incorporate support for EL students into classrooms.
CASEL	Led by consultants on CASEL's 5 core competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision-making).	● By the end of Summer Institute, teachers understand CASEL framework, importance for success, strategies for integration, building a positive environment. ● By the end of Year 1, teachers participate in collaborative planning, coaching, and access resources for successful implementation.
Data Reviews	Comprehensive data review process to empower teachers with actionable insights, linking professional development to student needs.	● By the end of Summer Institute, teachers are proficient in analyzing assessment data, identifying strengths/gaps, and designing targeted lesson plans. ● By the end of Year 1, teachers confidently implement data-driven interventions, differentiate instruction, and integrate high-dosage tutoring.

Professional Goals & Development.

Mississippi Global teachers will be actively encouraged to pursue National Board Certification status. The school will facilitate this process with informal instructional development, providing pathways to help teachers achieve this prestigious credential.

- Tailored Goal Setting: Teachers will collaborate with the Instructional Coach and Principal to establish 3-4 professional goals. These goals will directly align with the standards set forth by the National Board Certification of Teachers.
- Customized Support: The school will provide targeted professional development opportunities to address teachers' specific needs. Support mechanisms will include video examples of excellent teaching practices, peer observations, and the Instructional Coach modeling effective instructional strategies.
- Progress Monitoring: Teachers will track their goals through weekly coaching sessions with the Instructional Coach. The Principal will assess progress and drive further development.
- Intensive Improvement Plans: Teachers needing additional support will work with the Principal to create a detailed improvement plan. This plan will encompass two (2) weekly coaching sessions, dedicated collaborative planning/professional development on Wednesdays, and monthly reviews

with the Principal.

- Comprehensive Evaluation: A thorough evaluation at the end of each school year will inform potential bonuses and determine a teacher's eligibility to return for the following year.

Summer Professional Development:

- Pre-Year Training: Teachers will participate in a two (2)-week training program before the initial school year. This dedicated time allows teachers to collaboratively design curriculum, analyze previous year's data (when relevant), plan strategies for school-wide goals, prepare their classrooms, and gain in-depth knowledge of the school's instructional framework.

Weekly Coaching Sessions:

Teachers will engage in one-on-one coaching sessions with the Instructional Coach and the Principal. Discussions will center on student data, observation feedback, goal progress, and instructional planning support aligned with the Mississippi Teacher Professional Growth Cycle and the Teacher Growth Rubric and include the following:

- Data-Driven Development: The Instructional Coach will gather and analyze data from these sessions to personalize support for each teacher.
- Flexible Scheduling: Coaching sessions can occur during a teacher's planning period, before/after school, or during the designated collaborative planning/professional development time on Wednesdays.

To support teachers in their professional development, the school will provide the following guiding texts:

- Effective Instructional Strategies: Lemov, Doug. *Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College*, 3rd ed., Jossey-Bass, 2021.
- Classroom Management: Emmer, Edmund T., and Carolyn M. Evertson. *Classroom Management for Middle and High School Teachers*. 10th ed., Pearson, 2016.
- Special Education: Hallahan, Daniel P., James M. Kauffman, and Paige C. Pullen. *Exceptional Learners: An Introduction to Special Education*. 14th ed., Pearson, 2019.

Schedule and Explanation of Professional Development.

In the two weeks leading up to the school's official opening, teachers will participate in a comprehensive induction program, the Summer Institute, designed to equip them with the foundational knowledge and skills necessary to succeed.

The summer institute will take place for 10 days from 8:00 a.m.- 3:00p.m. for 10-days and equates to 70 hours of professional development (PD). The GPCF will collaborate with the school. The Summer Institute will delve into the school's mission and vision, providing a deep dive into the school's chosen educational model and its implications for curriculum, instruction, and student experience. A significant focus will be placed on classroom management and the schoolwide behavioral framework to ensure teachers are prepared to establish positive learning environments. Additionally, the program will introduce participants to data-driven instruction and provide an overview of the support available to special education and English language learner students.

Most importantly, the induction program will provide ample time for teachers to grapple with any unique or particularly challenging aspects of Mississippi Global's curriculum and instructional methods. The school will address these curricular issues through dedicated sessions focused on these areas, opportunities for hands-on practice, and instructional coaching that models best practices. Mississippi Global will also provide one hour of dedicated professional development on Wednesday each week, for a total of approximately 38 hours of PD, including the following:

Summer Institute/Induction: 70 hours

- The Mississippi Global Mission, Vision, and Model, 8 hours
- Assessments and Data, 10 hours
- Content-Specific Curriculum, 10 hours

- Cultural Fluency and CASEL Framework, 10 hours
- UDL and TLAC, 7 hours
- PBIS, 10 hours
- Special Education and EL, 15 hours

Ongoing Support (2025-2026 School Year): 38 hours

- Formative Assessments and Academic Data Dive, 10 hours
- Content-Specific Curriculum, 7 hours
- UDL and TLAC, 7 hours
- PBIS Follow-up, 5 hours
- MCCRS, Assessments, Special Education, CASEL, and EL (Ongoing), 9 hours

School Year Professional Development Plan.

Number of Days/Hours:

Mississippi Global will dedicate significant resources to professional development to ensure that all teachers have the skills and resources to plan, implement, and respond appropriately to the school's curriculum and planned instructional strategies. The school has developed the following times and structures to maximize the professional development opportunities. The school has incorporated early release Wednesdays. On early release Wednesdays, students will be dismissed early every Wednesday to allow for 1 hour and 10 minutes of collaborative planning and PD.

Calendar and Staffing:

The school calendar includes PD days. Substitute teachers may be used as needed to allow staff PD during school hours.

- Common Planning Time: Collaborative sessions will focus on Analyzing student data to inform instruction; Curriculum development and alignment; Sharing best practices and lesson planning; and Addressing common challenges and problem-solving

PERFORMANCE MANAGEMENT

Performance Management at Mississippi Global:

Mississippi Global will adhere to the Performance Measures outlined in §37-28-29 of the Mississippi Code. The school will include performance indicators covering academics, operations, and financial health that align with 2019 Manual Charter School Performance Framework as described below:

Performance Framework Area	School Alignment and Compliance
Academic Performance	● Implement rigorous, standards-aligned curriculum with focus on college and career readiness ● Utilize frequent formative assessments to monitor student progress and inform instruction ● Provide targeted interventions and support for struggling students ● Aim to exceed state proficiency averages and demonstrate growth on statewide assessments

School Operations	• Maintain compliance with all applicable laws, regulations, and charter contract terms • Follow sound governance practices with active oversight by governing board • Implement effective student enrollment and attendance procedures to meet targets • Ensure a safe and secure school environment with comprehensive discipline policies
Financial Health	• Operate with balanced budgets and build cash reserves for financial stability • Demonstrate strong fiscal management with clean annual audits • Maintain accurate and transparent financial reporting to governing board and authorizer • Comply with all financial reporting requirements and deadlines

The school will implement a comprehensive performance management system to regularly evaluate progress towards these framework goals. School leadership will provide quarterly updates to the governing board on academic, operational, and financial performance. An annual report will be published for all stakeholders detailing the school's progress and outcomes relative to the performance framework.

Mississippi Global is committed to meeting and exceeding the expectations outlined in the 2019 Mississippi Charter School Performance Framework. If areas for improvement are identified, the school will take prompt and appropriate corrective actions to address any deficiencies. In addition, the school will work collaboratively with its authorizer and governing board to ensure full alignment with the performance framework and to support the school's long-term success. Mississippi Global's commitment to data-driven decision-making aligns with Mississippi Code § 37-16-1, 37-16-3, 37-16-4, and 37-16-9.

The school will create a comprehensive plan clearly defining the school's implementation strategy and desired outcomes. This plan requires approval from the Mississippi Global Board of Directors as stipulated by MS Code §37-28-37. For the first year, the Principal will lead the implementation of this plan and provide an annual report detailing the results, in compliance with MS Code §37-28-39. The school's primary goals are to reduce learning disparities among student groups and improve overall testing scores, as mandated by MS Code §37-28-39.

Following each assessment (detailed throughout the Core Subject Curricula and Intervention Programs Sections), the Principal will present the results to the board, as required by MS Code §37-28-37. This presentation will include interventions and specific strategies for achieving proficiency targets, in accordance with MS Code §37-28-39.

Measuring and Evaluating Academic Progress:

Mississippi Global will be a data-driven environment in which data will be monitored, used to tailor academic and wrap-around service programs to meet students' needs, and frequently analyzed to monitor student performance towards meeting and exceeding academic and non-academic performance goals. Mississippi Global's data plan is influenced by Washington Global's data plan, which has resulted in outstanding student academic achievement and growth, as mandated by MS Code §37-28-39.

Mississippi Global's teachers and instructional coach will diligently collect and analyze classroom-based academic data every week, reporting their findings to the Principal. This data will focus on student performance against Mississippi College and Career Readiness Standards (MS CCRS) and World Language/ACTFL standards, as required by MS Code §37-16-1. Teachers will update this data daily.

The School Support Team (SST), comprised of at least two (2) general education teachers and the instructional coach, will convene weekly to review the data. This collaborative process will pinpoint students

in need of Response to Intervention (RtI) support, in compliance with MS Code §37-23-1. Additionally, the data analysis will inform:

- Student Cohorts: Optimizing student groupings to create dynamic learning environments.
- Intervention Planning: Designing targeted interventions tailored to student needs as described in Education Plan Section 1 Educational Program and Design.
- Small-Group Instruction: Facilitating small group work with differentiated support.
- Lesson Design: Teachers will craft lessons with varying levels of intervention and enrichment, including project-based learning, to address diverse learner needs.
- RTI Tracking: Intervention teachers will meticulously record and track Tier 2 and Tier 3 intervention data in Excel and MSIS, ensuring accountability and progress monitoring, as required by MS Code §37-23-1.

Responsibility for Accountability Leadership:

At Mississippi Global, the Principal and Instructional Coach will lead the management and interpretation of student data, using it to guide professional development and instructional decisions, as required by MS Code §37-28-39. The school's comprehensive data review process will empower educators to make data-driven decisions and continuously improve their practices.

The Principal and Instructional Coach will collaborate to analyze data from various sources, identifying strengths, weaknesses, and areas for improvement. They will facilitate regular data meetings with teachers to provide insights, discuss best practices, and develop targeted strategies to enhance student learning, in compliance with MS Code §37-28-39. To ensure board oversight, the Principal will submit monthly reports highlighting key data points and trends, as mandated by MS Code §37-28-37. The Principal will also present data to the Academic Advisory Committee, collaborating with stakeholders to address concerns and implement solutions, per MS Code §37-28-37.

By entrusting data management and professional development leadership to the Principal and Instructional Coach, Mississippi Global will foster a data-driven culture focused on student success and continuous improvement, in accordance with MS Code §37-28-39. The involvement of the board and Academic Advisory Committee ensures that all stakeholders are actively engaged in enhancing student achievement, as required by MS Code §37-28-37. Through this comprehensive approach to data-driven leadership, Mississippi Global will fulfill its mission of providing high-quality education and preparing students for success in college, career, and life.

Data Training and Support:

Mississippi Global's professional development plan prioritizes training school leadership and teachers to analyze and utilize data effectively, driving improved outcomes for all students, particularly special education, EL, at-risk, and intellectually gifted students, as required by MS Code §37-23-1 and §37-23-15. During the Summer Institute, teachers will receive intensive data analysis training from GPCF, iReady, and MAP, learning to identify student strengths and weaknesses and design targeted lesson plans. Throughout the year, teachers will deepen their understanding of data-driven instruction and interventions within the RtI framework, in compliance with MS Code §37-23-1.

The Principal and Instructional Coach will provide ongoing support, guiding instruction for special education students (MS Code §37-23-1 and §37-23-15) and offering data analysis guidance. Regular data meetings will facilitate collaboration and knowledge-sharing, focusing on strategies for English Learners (ELs), at-risk students, and intellectually gifted students. By investing in data management systems and training teachers and leaders to use them effectively, Mississippi Global will foster a culture of data-driven instruction that supports all students and drives continuous improvement, as mandated by MS Code §37-28-39.

Corrective Action Plan:

Mississippi Global is committed to providing students with a high-quality education and ensuring they meet or exceed academic expectations, as MS Code §37-28-39 mandates. In the event that the school falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level, the school will take swift and targeted corrective actions to address the issues and get back on track in compliance with MS Code §37-28-39.

Triggers for corrective actions:

1. School-wide: Corrective actions will be initiated if the school fails to meet annual academic performance targets measured by state assessments or other predetermined benchmarks, as required by MS Code §37-28-39.
2. Classroom: If a particular classroom or grade level consistently underperforms compared to other classrooms or grade levels within the school or if there is a significant gap between the classroom's performance and the school's overall academic goals, corrective actions will be taken in accordance with MS Code §37-28-39.
3. Individual student: If an individual student consistently fails to meet academic expectations, as determined by formative and summative assessments, classroom performance, and teacher observations, corrective actions will be implemented, as mandated by MS Code §37-23-1.

Corrective actions:

1. Data analysis: The principal, instructional coach, and relevant teachers will thoroughly analyze the data to identify the root causes of the underperformance, as required by MS Code §37-28-39. This may include examining factors such as curriculum alignment, instructional practices, student engagement, and resource allocation.
2. Targeted interventions: Based on the data analysis, targeted interventions will be developed and implemented to address the specific areas of concern, in compliance with MS Code §37-23-1. These may include additional professional development for teachers, curriculum modifications, small group instruction, tutoring, or other research-based strategies.
3. Increased progress monitoring: The frequency of progress monitoring will be increased to ensure that the interventions have the desired impact and to make any necessary adjustments promptly, as mandated by MS Code §37-23-1.
4. Collaboration with stakeholders: The school will work closely with teachers, parents, and other stakeholders to ensure everyone is informed of the corrective actions and to gather input and support for the improvement process, as required by MS Code §37-28-39.
5. Resource allocation: If necessary, resources may be reallocated to provide additional support for the areas of concern, such as hiring additional staff, purchasing supplementary materials, or providing extra professional development opportunities by MS Code §37-28-39.

Responsibilities:

1. The principal will be ultimately responsible for initiating and overseeing the corrective actions, ensuring that they are implemented effectively and that progress is being made, as mandated by MS Code §37-28-39.
2. The instructional coach will work closely with the Principal to develop and implement the targeted interventions, support teachers, and monitor progress in compliance with MS Code §37-23-1.
3. Teachers will be responsible for implementing the interventions in their classrooms, participating in professional development, and communicating with parents and other stakeholders about the improvement process, as MS Code §37-28-39 requires.
4. The Mississippi Global Board of Directors will provide oversight and support for the corrective actions, ensuring that adequate resources are available and that the school is progressing toward its academic goals, as mandated by MS Code §37-28-37.

5. The GPCF will provide services, resources, materials and the academic model as stipulated by the Agreement between the ESP and the school.

By having a clear plan for addressing academic underperformance, Mississippi Global will be able to respond quickly and effectively to any challenges that arise, ensuring that students receive the support they need to succeed, by MS Code §37-28-39.

FACILITIES

Facility Requirements:

Mississippi Global will locate within West Bolivar Consolidated School District to provide accessible options for students in West Bolivar, North Bolivar, and Cleveland. While a specific site is yet to be selected, the school will adhere to industry space standards to evaluate potential facilities for immediate and long-term use. In Year 1 commencing with 125 students in grades 4-5, at least 5 general classrooms accommodating 20-25 students each will be required. By Year 5 with 450 students, 18 general classrooms are needed. Initially leasing space to facilitate cost-effectiveness.

Spatial Considerations:

Industry standards recommend 20-30 sq.ft. per student for classrooms, 12-15 sq.ft. per student for cafeteria space, minimum 4,500 sq.ft. for library/media center, and 6,000 sq.ft for gymnasium. Additional 15% space for administration and student support services. Year 1 will prioritize academic spaces.

Facility Selection Criteria:

The selected facility must meet minimum classroom, hallway, cafeteria, and office space requirements. Energy efficiency, outdoor space, parking, accessibility, restroom compliance, and potential for cost-effective handicap modifications are priorities. Overall, a cost-effective academic environment is key. Year 1 may utilize temporary, smaller space before relocating.

Other Needs:

Specific needs like athletics fields will be identified based on programming in collaboration with the board and community.

Identification and Securing Process:

Tom Porter, facility expert on the applicant team, will work with local realtors and contacts to develop a list of potential convertible or existing educational spaces. Porter will serve as project manager and point person for any architects or contractors engaged. The search has begun, with Porter contacting Bolivar County brokers in May 2024 to identify future school sites.

Current Facility Agreement:

N/A.

START-UP & ONGOING OPERATIONS

Detailed Start-Up Plan:

Please see Mississippi Global Startup Timeline Attachment 19.

Transportation Plan:

Mississippi Global will contract with a reputable transportation company to provide safe and reliable bus services for students. The chosen vendor must provide proof of insurance, verify that all drivers and aides have passed criminal background checks, and certify that vehicles meet state maintenance requirements. The school will establish centralized bus stops based on estimated ridership, with a half-mile radius around the school designated as a walk zone. General education students within the walk zone will not receive bus services, while students with special needs will be provided door-to-door transportation. Regardless of the vendor's background, they must certify that their fleet meets state standards and that all employees in contact with students have passed background and fingerprint checks equivalent to or more stringent than those required by the charter authorizer. This ensures the safety and well-being of all students utilizing the transportation services.

Safety and Security:

Mississippi Global prioritizes student safety through a comprehensive approach that includes:

1. **Robust Safety Plan:** A detailed safety plan tailored to the school's layout and incorporating best practices will be developed during the start-up phase, with board and school staff input.
2. **Emergency Drills and Procedures:** Regular lockdown, fire, and safety drills will ensure students and staff are prepared for various emergencies.
3. **Controlled Access and Surveillance:** The school will implement controlled access measures for visitors, including check-in procedures and identification badges. Security cameras will monitor the building and perimeter.
4. **Data Security:** Sensitive data will be stored securely, and access to secured areas will be limited and regularly reviewed.
5. **Inventory Control:** School equipment will be tracked and inventoried regularly to prevent loss or misuse.
6. **Community Collaboration:** The school will engage with local law enforcement to establish a positive relationship and enhance community safety.
7. **Family Communication:** Safety precautions and emergency procedures will be shared with families, and immediate notifications will be sent in case of emergencies.
8. **Online Safety:** The school will implement stringent measures to protect students from online risks, including content filtering and monitoring of online activities.

Insurance Coverage. Mississippi Global is committed to securing comprehensive insurance coverage to protect the school, its staff, students, and stakeholders. The following types of insurance, with their respective coverage levels, will be obtained by July 1, 2025:

- **General Liability:** $2,000,000 aggregate / $1,000,000 per occurrence
- **Workers' Compensation:** As mandated by Mississippi regulations
- **Professional Liability:** $1,000,000
- **Educators Legal Liability:** $1,000,000
- **Automobile:** $1,000,000
- **Directors and Officers (D&O):** $1,000,000
- **Abuse/Molestation:** $1,000,000
- **Employment Practices Liability:** $1,000,000
- **Employee Benefits Liability:** $1,000,000
- **Sexual Abuse/Misconduct Liability:** $1,000,000
- **Crime/Employee Dishonesty:** $1,000,000
- **Property Coverage:** Limits to be determined based on facility and content value
- **Umbrella Insurance:** $1,000,000

Basis for Assumption:

These coverage levels are based on a thorough review of civil liability requirements and consultations with insurance providers serving other approved Mississippi charter schools. The school will continuously evaluate its insurance needs and adjust coverage as necessary to ensure adequate protection for all parties involved. Cost estimates for these policies will be finalized upon the selection of an insurance provider and a comprehensive assessment of the school's specific risks and needs.

OPERATIONS CAPACITY

Individual and Collective Qualifications:

The Mississippi Global team is composed of seasoned professionals with a proven track record in establishing and developing successful educational institutions. Diana Gabriel, the Director of Operations at Washington Global, and Tom Porter, a charter school facilities expert, contribute their valuable insights to the applicant team. Within the Board of Directors, Janelle Jeter-Smiley brings firsthand experience as a founding teacher at Washington Global, while Kennard Speed offers a deep understanding of teacher

development. Lindsay Dawson's expertise in nonprofit startups and Lysa Scott's school leadership, legal, and consulting background further strengthen the board's capabilities. Notably, Elizabeth Torres, Ed.D., Co-founder of Washington Global, is recognized for her exceptional achievements in academic improvement, fundraising, financial management, and school operations. This diverse and accomplished team positions Mississippi Global for a robust launch, leveraging best practices and real-world experience to ensure the school's success.

Facility Capacity and Experience:

Tom Porter, a member of the applicant team, has over twenty (20) years of experience in charter school facility development and financing. Most recently, he has assisted two (2) new charter schools with the planning and implementation facility renovations. Before this, he worked at an organization funded federally to help schools overcome facility acquisition challenges. Elizabeth Torres, member of the applicant team, led the startup of a charter school and was directly involved in establishing the operations and management of the facility. These team members bring their expertise and provide Mississippi Global with a wide range of professional connections in facility management and construction. Their knowledge enables the school to address and respond to complex facility and site planning challenges in real-time.

SECTION 3: FINANCIAL PLAN & CAPACITY

FINANCIAL PLAN

Systems, Policies, and Processes.

Once CSP start-up fund award letters are issued in November 2024 and disbursed by February 2025, Mississippi Global will commence the process of identifying and engaging a reputable back office financial services provider that has ample experience working with schools and nonprofits. Beginning in January 2025, the chosen provider will work closely with the school's leadership team and Board to establish a comprehensive set of Fiscal Policies and Procedures, covering all essential financial activities and more. The financial planning process will begin with a thorough examination of the CSP funds for the planning year and the finalization of the budget for the inaugural year of operation. The provider will create a detailed outline of CSP expenditures and timelines through July 2025. The Year 1 Operating Budget development will start in January, culminating in the presentation of the final budget to the Board for their review and approval.

The establishment of bank accounts will take place in November 2024. The following month, the school's leadership will solicit bids for the accounting software system. Once the back office provider is selected, internal controls will be fully incorporated into the Fiscal Policies and Procedures. These policies will be designed to comply with Generally Accepted Accounting Principles (GAAP). In January, prior to significant purchases, an inventory system will be acquired or developed to track all materials, including electronic devices. This inventory system will be subject to review during the annual audit. The Global Public Charter Foundation will be available to support the school as needed.

By March, the back office provider, Director of Operations, and Board will have chosen a payroll company, and all staff members will be integrated into the system. The provider, along with the Director of Operations and Principal, will also be responsible for further developing HR policies and procedures in preparation for future hires. The school's leadership will create a comprehensive school calendar that includes all key activities, such as community budget review, state reporting, federal tax filing, payroll, and other stakeholder reporting requirements. In January/February, internal controls will be developed and approved, incorporating standard GAAP procedures, such as dual signature requirements for checks, separation of duties, invoice approval processes, and Board review thresholds for large purchases. The back office provider will be responsible for developing these controls, which will be reviewed by the Board and an external CPA to ensure their completeness. These items are detailed in Attachment 19 (Detailed Start-Up Plan) and Attachments 20 and 21 (Budget and Narrative).

Roles and Responsibilities.

The back office financial services provider will be responsible for the daily implementation and management of key financial procedures, as well as ensuring that internal controls are appropriate and effective. The Director of Operations will also play an important role, managing the school’s purchase receipts, preparing payroll, and coding expenditures. The school's leadership team, particularly the Principal and Director of Operations, will oversee the provider's work, and the Board Treasurer will meet monthly with the provider to review the school's financial status prior to each Board meeting. The entire Board will receive a comprehensive financial packet every month. The provider will be tasked with identifying and obtaining bids from payroll services and financial systems, as well as submitting all necessary reports to the authorizer and state. In collaboration with the school's leadership, the provider will be responsible for submitting the annual Financial Management Report, which will require Board approval. The Board will be responsible for holding a public hearing to discuss the report. The Global Public Charter Foundation will be available to support the school as needed.

The financial provider and the school's senior administration, will be responsible for developing the budget for the upcoming school year. The Board will be responsible for providing feedback, holding public hearings Miss. Code Ann. § 37-28-1, and ultimately approving the final budget.

All school staff, particularly the back office provider, Director of Operations, and Principal, will be responsible for understanding and implementing the Board-approved policies, procedures, and internal controls in their daily operations. They will be required to ensure that all purchases are included in the budget and that the budget remains balanced. The Board Treasurer will meet with the Principal and provider prior to Board meetings to review the school's financial status. The Board will be responsible for understanding the budget, its alignment with the educational program, reporting deadlines to the authorizer and state, and the budget's impact on the overall program. In collaboration with the school's leadership and provider, the Board will be responsible for ensuring accurate enrollment and effective internal controls. The Board will also be responsible for the annual external audit. While school staff will be responsible for implementing all policies and procedures, the Board will be responsible for establishing these policies and procedures, overseeing them at monthly meetings through the Board packet, and selecting the firm to conduct the audit.

Annual Audit.

The Board will be responsible for identifying and selecting an external accounting firm to conduct the required annual independent audit. The back office provider, and applicable school staff including the Principal and Director of Operations, and Board Treasurer will ensure that all necessary materials are provided to the auditors. Both the school administration and the Board will maintain a hands-off approach during the audit process, only providing materials and answering questions as needed. The audit will encompass the school's finances, operations, policies and procedures, student enrollment, SPED enrollment, and daily attendance (as they relate to state/city invoicing). The contracted CPA firm will have a proven track record of conducting audits and experience working with schools and/or non-profit organizations.

Financial Transparency.

Financial transparency is essential to the school’s fiscal health, and engaging multiple stakeholders in the budgeting process is crucial. The primary goal is to ensure that the school remains solvent while meeting the educational and emotional needs of its students. With support from the back office provider, Mississippi Global's school leadership, particularly the Principal and Director of Operations, will assess the needs of each department within the school, engaging with building staff, parents, community members, and Board members. The outcome of this process will be a draft budget for Board review, based on the needs identified by these various groups. A draft five-year budget will be created for Board approval, and accountability process management measures will be implemented as described above.

Once the Board approves the draft budget, it will be made available for public and/or authorizer review by April of the preceding school year, with a one-month window for comments and feedback. The Board will conduct a public hearing to discuss the draft budget. Upon completion of this process, the final budget will be approved by the Board and made available on the school's website. The Board will also provide the final compliance report available to the public and hold another public hearing. The final report will be accessible on the website or can be obtained by contacting the school for an electronic or paper copy at no cost.

Contracted Services.

Mississippi Global will contract for back office financial support and audit services ($20,000), legal services ($10,000), payroll ($5,000), board training ($2,000), copy machine and secure door buzzer ($9,000) telephone ($6,000), internet ($13,200), technology management ($2,000), transportation ($54,000), substitute teachers ($2,600) and Education Service Provider services, which includes professional development, compliance, grants, and all services outlined in Addendum 3 ($142,500). These estimates are conservative in nature. To ensure the highest quality services at the most competitive prices, the school will adhere to the Fiscal Policies and Procedures that the Board will develop. To align with Miss. Code Ann. § 37-28-1 et seq.and require a minimum of four (4) bids for any contract/ services exceeding

$50,000. The school will go above and beyond the law and require bids for any contract or service that exceeds $25,000. The Board of Trustees will review all bids, considering factors such as quality of service, contract requirements, costs, potential conflicts of interest, credit history, references, BB rating, and interactions with the group. These bids and related discussions will be documented in the Board minutes.

Liability Insurance.

Mississippi Global will maintain all necessary insurance coverage, as described in the Insurance Coverage Section. The budget includes a policy that covers liability insurance, including D&O, parts of General Liabilities, Student Accident, and Catastrophic Student Accident, with a total premium of $21,875. If insurance premiums end up being higher, the insurance carrier will be selected through the process outlined above for contracts exceeding $25,000, based on the amounts approved by the Board in the Fiscal Policies and Procedures. Attachments 20 (Financial Plan Workbook) and 21 (Budget Narrative) are included.

Anticipated Funding Sources.

The primary funding source for Mississippi Global will be the per-pupil allocations from the Mississippi Department of Education, as stipulated in Mississippi Code § 37-28-55. The school's budget is based on conservative enrollment projections and the current per-pupil funding levels established by the state legislature.

In addition to state funding, Mississippi Global expects to receive federal funds through programs such as Title I, Title II, and IDEA, which are available to all public schools. The school also plans to apply for the federal Charter Schools Program (CSP) grant, which provides start-up funding for new charter schools. However, the core operating budget does not rely on these competitive grant funds.

The school's budget includes no revenue from student activity fees or donations.

In its initial years of operation, Mississippi Global does not plan to rely on fundraising or variable income sources. The focus will be on establishing a strong educational program and building community support. Any funds raised through grants, donations, or fundraising will be used to enhance the school's programs and facilities, but will not be necessary for the school's core operations.

Attachment 21 includes the school's detailed budget, which demonstrates that the core operations are fully funded through reliable, public funding sources.

Contingency Planning.

Mississippi Global has developed a contingency plan to ensure financial stability in the event that anticipated revenues are not received or are lower than estimated. The school understands that CSP funds are not guaranteed and has planned accordingly. The key components of this plan include:

1. Conservative Budgeting: The school's budget is based on conservative assumptions for enrollment, per-pupil funding, and other revenue sources. This approach provides a buffer in case actual revenues are lower than projected.
2. Flexible Staffing Model: The staffing plan is designed to allow for adjustments based on actual enrollment. If enrollment is lower than anticipated, the school can reduce staff positions while still maintaining appropriate student-teacher ratios and program offerings.
3. Phased Spending: The school will prioritize essential expenses and phase in non-essential spending as enrollment and revenue stabilize. This approach ensures that the school can adapt to changes in revenue without compromising the educational program.
4. Contingency Fund: Mississippi Global will build a contingency fund equal to at least $50,000 per year, growing as the school's annual operating budget increases. This fund will be available to cover unexpected expenses or revenue shortfalls.
5. Continuous Monitoring: The school's finance team and Board of Directors will closely monitor the budget and cash flow throughout the year. Regular financial reports will allow the team to identify any potential issues early and make necessary adjustments.

If significant revenue shortfalls occur, the school's leadership team will work with the Board of Directors to identify cost-saving measures and adjust the budget accordingly. The priority will be to maintain the integrity of the educational program while ensuring the school's long-term financial viability.

Start-Up Year Cash Flow Contingency Plan. During the start-up year (Year 0), in the event that revenue projections are not met or not met on time in the first year of operation, Mississippi Global has developed a detailed cash flow contingency plan. Mississippi Global is aware that CSP funds are not guaranteed:

1. Grant Support: In the event that the school does not receive CSP funding as expected, the school, with the support of the GPCF, will write grants to seek funding from other sources, including foundations and corporations.
2. GPCF Support: The GPCF has a team of skilled professionals at its disposal who possess the skills to assist with key roles and responsibilities, including marketing, curriculum, student development, and hiring. The GPCF will work in certain capacities pro bono if necessary to assure that the school's start-up year is a success.
3. Line of Credit: Mississippi Global has a commitment for a line of credit for $50,000 contingent on the school's approval to use during its planning year. These funds will be used to begin the expense reimbursement cycle to access CSP grant funds. In the event that the school is not awarded the CSP grant, it will seek to increase its line of credit.

Year One Cash **Flow Contingency Plan.** In the event that revenue projections are not met or not met on time in the first year of operation, Mississippi Global has developed a detailed cash flow contingency plan:

1. Defer Non-Essential Purchases: The school will defer any non-essential purchases, such as additional technology or instructional materials, until revenue is received or alternative funding sources are secured.
2. Adjust Staffing: If necessary, the school may delay hiring for non-essential positions or reduce staff hours until funding is stabilized. The leadership team will ensure that any staffing changes do not impact the school's ability to deliver its core educational program. In year 1, the school's contingency plan relies on ensuring that lead teacher positions remain intact and reducing non-instructional administrators and support staff, including the Operations Associate, Dean of Students, and paraprofessional. These reductions would generate approximately $115,000 in savings.
3. Reducing Salaries: If necessary to run the school, the salaries of all (non-contracted) staff by $1,000 and executive salaries by $3,000, thereby saving at least $16,000.
4. Reducing Spending: The school has created a spending reduction plan that will reduce the amount of funds needed to operate the school successfully in Year 1. The spending reduction plan includes reducing technology/equipment expenses by $8,000 by targeting the technology that least impacts student learning, including copy machines/scanners, and non-teaching staff computers.The plan also includes reducing non-academic expenditures, including athletic supplies, staff travel, and miscellaneous office supplies, totally a savings of $3,500. Moreover, if needed, the Global Public Charter Foundation will fully absorb the cost of school budgeted professional development, saving the school an additional $1,800.
5. Seek Bridge Financing: Mississippi Global will explore options for short-term bridge financing, such as lines of credit or loans from partner organizations, to cover essential expenses until per-pupil funding is received. The Global Public Charter Foundation will assist the school since its members have secured bridge funding for other projects.
6. Accelerate Fundraising Efforts: The school will intensify its efforts to secure grants, donations, and other philanthropic support to bridge any funding gaps. The Global Public Charter Foundation, Board of Directors and leadership team will leverage their networks and community relationships to identify potential funding sources.

7. Collaborate with Vendors: The school will work with vendors and contractors to negotiate flexible payment terms or defer payments until funding is received.
8. Maintain Communication with Authorizer: Mississippi Global will maintain open communication with the Mississippi Charter School Authorizer Board regarding any cash flow issues and work collaboratively to address any challenges.

Throughout the year, the school's finance team will closely monitor cash flow and provide regular updates to the Board of Directors. If significant cash flow issues arise, the Board will work with the leadership team to make necessary adjustments and ensure the school's continued operation.

By implementing these contingency strategies and maintaining a focus on financial discipline, Mississippi Global will be well-positioned to navigate any cash flow challenges in its first year of operation and ensure the ongoing success of its educational program.

FINANCIAL MANAGEMENT CAPACITY

Qualifications of Team:

The Mississippi Global Board of Directors has experience in budgeting, financial management, and internal controls, as evidenced by their resumes. Specifically Lindsay Dawson holds an MBA and is a nonprofit Board Chair and Lysa Scott managed budgets as a school leader The Global Public Charter Foundation also has ample experience in successfully managing charter school finances through their work with Washington Global Public Charter School. Mississippi Global will select a back-office financial services provider with a proven track record of clean audits and experience in non-profit financial management and/or school settings. In addition, the school will ensure the Principal receives training, mentoring, and ongoing guidance in the development, implementation, and monitoring of a public charter school operating budget. The school will also seek to hire a Director of Operations with experience managing payroll and other school-based financial tasks Although no fundraising income is included in the proposed budget, the school plans to initiate fundraising efforts upon charter approval.

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ATTACHMENT 1:
SCHOOL-WIDE CURRICULUM DESCRIPTION TABLE



Mississippi Global Academy- School-Wide Curriculum Description Table- Attachment 1

Grade Level: 4		
Content Area	**Publisher**	**Rationale for Selection**
ELA	Expeditionary Learning (EL) Curriculum, published (EL Education)	The Expeditionary Learning (EL) Curriculum was chosen because this rigorous curriculum is proven to increase students' academic achievement. Washington Global uses this curriculum and has consistently had the highest statewide ELA assessment scores of any comparable school in Washington, DC. It offers students an engaging and personalized learning experience.
Math	Eureka (Great Minds)	Eureka is an MS CCRS-aligned curriculum that offers rigorous modules that connect to the real world. The applicant team chose Eureka because Washington Global has used Eureka since its opening and has experienced consistently high math growth.
Science	STEMScopes, (Accelerate Learning)	The applicant team chose STEMscopes because it is standards-aligned and fosters critical thinking, problem-solving, and collaboration skills crucial for success in STEM fields and beyond.
Social Studies	IMPACT Social Studies (McGraw Hill)	The applicant team chose IMPACT because it is an MDE-aligned social studies curriculum that utilizes project-based learning to engage students. It also integrates literacy development.
Other: Spanish	Santillana USA (Vista Learning)	Santillana USA was selected because it aligns with the MS World Languages Framework and American Council for Teachers of Foreign Language (ACTFL). It focuses on developing language skills and students' cultural competency. It has been utilized at Washington Global with success.
Other: PE & Health	SPARK	SPARK's standards-aligned, research-backed curriculum was chosen because it actively engages students in developing physical skills, improving health, and building a positive school climate.

Grade Level: 5		
Content Area	**Publisher**	**Rationale for Selection**
ELA	Expeditionary Learning (EL) Curriculum, published (EL Education)	The Expeditionary Learning (EL) Curriculum was chosen because this rigorous curriculum is proven to increase students' academic achievement. Washington Global uses this curriculum and has consistently had the highest statewide ELA assessment scores of any comparable school in Washington, DC. It offers students an engaging and personalized learning experience.
Math	Eureka (Great Minds)	Eureka is an MS CCRS-aligned curriculum that offers rigorous modules that connect to the real world. The applicant team chose Eureka because Washington Global has used Eureka since its opening and has experienced consistently high math growth.
Science	STEMScopes, (Accelerate Learning)	The applicant team chose STEMscopes because it is standards-aligned and fosters critical thinking, problem-solving, and collaboration skills crucial for success in STEM fields and beyond.
Social Studies	IMPACT Social Studies (McGraw Hill)	The applicant team chose IMPACT because it is an MDE-aligned social studies curriculum that utilizes project-based learning to engage students. It also integrates literacy development.
Other: Spanish	Santillana USA (Vista Learning)	Santillana USA was selected because it aligns with the MS World Languages Framework and American Council for Teachers of Foreign Language (ACTFL). It focuses on developing language skills and students' cultural competency. It has been utilized at Washington Global with success.
Other: PE & Health	SPARK	SPARK's standards-aligned, research-backed curriculum was chosen because it actively engages students in developing physical skills, improving health, and building a positive school climate.

Grade Level: 6		
Content Area	**Publisher**	**Rationale for Selection**
ELA	Expeditionary Learning (EL) Curriculum, published (EL Education)	The Expeditionary Learning (EL) Curriculum was chosen because this rigorous curriculum is proven to increase students' academic achievement. Washington Global uses this curriculum and has consistently had the highest statewide ELA assessment scores of any comparable school in Washington, DC. It offers students an engaging and personalized learning experience.
Math	Eureka (Great Minds)	Eureka is an MS CCRS-aligned curriculum that offers rigorous modules that connect to the real world. The applicant team chose Eureka because Washington Global has used Eureka since its opening and has experienced consistently high math growth.
Science	STEMScopes, (Accelerate Learning)	The applicant team chose STEMscopes because it is standards-aligned and fosters critical thinking, problem-solving, and collaboration skills crucial for success in STEM fields and beyond.
Social Studies	IMPACT Social Studies (McGraw Hill)	The applicant team chose IMPACT because it is an MDE-aligned social studies curriculum that utilizes project-based learning to engage students. It also integrates literacy development.
Other: Spanish & Global Citizen-ship	Santillana USA (Vista Learning)/ International Middle Years Curriculum (IMYC)	Santillana USA was selected because it aligns with the MS World Languages Framework and American Council for Teachers of Foreign Language (ACTFL). It focuses on developing language skills and students' cultural competency. It has been utilized at Washington Global with success. In 6-8 grade students will engage in the IMYC, an innovative curriculum that encourages PBL and developing global citizens.
Other: PE & Health	SPARK	SPARK's standards-aligned, research-backed curriculum was chosen because it actively engages students in developing physical skills, improving health, and building a positive school climate.

Grade Level: 7		
Content Area	**Publisher**	**Rationale for Selection**
ELA	Expeditionary Learning (EL) Curriculum, published (EL Education)	The Expeditionary Learning (EL) Curriculum was chosen because this rigorous curriculum is proven to increase students' academic achievement. Washington Global uses this curriculum and has consistently had the highest statewide ELA assessment scores of any comparable school in Washington, DC. It offers students an engaging and personalized learning experience.
Math	Eureka (Great Minds)	Eureka is an MS CCRS-aligned curriculum that offers rigorous modules that connect to the real world. The applicant team chose Eureka because Washington Global has used Eureka since its opening and has experienced consistently high math growth.
Science	STEMScopes, (Accelerate Learning)	The applicant team chose STEMscopes because it is standards-aligned and fosters the critical thinking, problem-solving, and collaboration skills crucial for success in STEM fields and beyond.
Social Studies	IMPACT Social Studies (McGraw Hill)	The applicant team chose IMPACT because it is an MDE-aligned social studies curriculum that utilizes project-based learning to engage students. It also integrates literacy development.
Other: Other: Spanish & Global Citizen-ship	Santillana USA (Vista Learning)/ International Middle Years Curriculum (IMYC)	Santillana USA was selected because it aligns with the MS World Languages Framework and American Council for Teachers of Foreign Language (ACTFL). It focuses on developing language skills and students' cultural competency. It has been utilized at Washington Global with success. In 6-8 grade students will engage in the IMYC, an innovative curriculum that encourages PBL and developing global citizens.
Other: PE & Health	SPARK	SPARK's standards-aligned, research-backed curriculum was chosen because it actively engages students in developing physical skills, improving health, and building a positive school climate.

Grade Level: 8		
Content Area	**Publisher**	**Rationale for Selection**
ELA	Expeditionary Learning (EL) Curriculum, published (EL Education)	The Expeditionary Learning (EL) Curriculum was chosen because this rigorous curriculum is proven to increase students' academic achievement. Washington Global uses this curriculum and has consistently had the highest statewide ELA assessment scores of any comparable school in Washington, DC. It offers students an engaging and personalized learning experience.
Math	Eureka (Great Minds)	Eureka is an MS CCRS-aligned curriculum that offers rigorous modules that connect to the real world. The applicant team chose Eureka because Washington Global has used Eureka since its opening and has experienced consistently high math growth.
Science	STEMScopes, (Accelerate Learning)	The applicant team chose STEMscopes because it is standards-aligned and fosters the critical thinking, problem-solving, and collaboration skills crucial for success in STEM fields and beyond.
Social Studies	IMPACT Social Studies (McGraw Hill)	The applicant team chose IMPACT because it is an MDE-aligned social studies curriculum that utilizes project-based learning to engage students. It also integrates literacy development.
Other: Other: Spanish & Global Citizen-ship	Santillana USA (Vista Learning)/ International Middle Years Curriculum (IMYC)	Santillana USA was selected because it aligns with the MS World Languages Framework and American Council for Teachers of Foreign Language (ACTFL). It focuses on developing language skills and students' cultural competency. It has been utilized at Washington Global with success. In 6-8 grade students will engage in the IMYC, an innovative curriculum that encourages PBL and developing global citizens.
Other: PE & Health	SPARK	SPARK's standards-aligned, research-backed activities actively engage students in developing physical skills, improving health, and building a positive school climate.

Grade Level: 9		
Content Area	**Publisher**	**Rationale for Selection**
ELA	Study Sync ELA (McGraw Hill)	McGraw Hill's *StudySync* ELA curriculum is a comprehensive program that offers flexibility with thematic units, novel studies, teacher-created units, and chronological literature options. Students will access a vast library of classic and contemporary texts, engage in rigorous writing and research practice, and benefit from automatically embedded scaffolds for personalized learning and support.
Math	Eureka (Great Minds)	Eureka is an MS CCRS-aligned curriculum that offers rigorous modules that connect to the real world. The applicant team chose Eureka because Washington Global has used Eureka since its opening and has experienced consistently high math growth.
Science	Amplify (Amplify Education)	The team selected Amplify because it offers individualized and developmentally appropriate instruction that integrates technology seamlessly, providing digital simulations and real-time data analysis tools to support student investigations.
Social Studies	Networks (McGraw Hill)	The team selected Networks Social Studies because it is a highly engaging curriculum that includes diverse perspectives and makes relevant connections to bring social studies to life for students.
Other: Spanish	Santillana USA (Vista Learning)	Santillana USA was selected because it aligns with the MS World Languages Framework and American Council for Teachers of Foreign Language (ACTFL). It focuses on developing language skills and students' cultural competency. It has been utilized at Washington Global with success.
Other: PE & Health	SPARK	SPARK's standards-aligned, research-backed activities actively engage students in developing physical skills, improving health, and building a positive school climate.

ATTACHMENT 2:
SUMMARY SCOPE AND SEQUENCE



Attachment 2- Summary Scope and Sequence for New Operators

Core Academic Program Scope and Sequence				
Grade	**ELA**	**Math**	**Science**	**Social Studies**
4	• Draw inferences from the text • Determine a theme of a story, drama, or poem • Summarize the text • Describe in depth a character, setting, or event in a story or drama • Determine the main idea of a text • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text • Determine the meaning of words and phrases as they are used in a text • Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text • Compare and contrast the point of view from which different stories are narrated • Describe the overall structure of events, ideas, concepts, or information in a text or part of a text Compare and contrast a firsthand and secondhand account of the same event or topic • Interpret information presented visually, orally, or quantitatively and explain how the	• Use the four operations with whole numbers to solve problems • Gain familiarity with factors and multiples • Generate and analyze patterns • Generalize place value understanding for multi-digit whole numbers • Use place value understanding and properties of operations to perform multi-digit arithmetic • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions Understand decimal notation for fractions, and compare decimal fractions • Solve problems involving measurement and conversion of measurements • Represent and interpret data: ○ Geometric measurement: understand concepts of angle	• Life Science ○ Demonstrate an understanding of Life Science as it relates to the organization, functions, and interconnections of the major human body systems; and life cycles, including familiar plants and animals. • Physical Science ○ Demonstrating an understanding of Physical Science as it relates to the common sources and uses of heat and electric energy and the materials used to transfer heat and electricity; the properties of light as forms of energy; and the properties of sound as a form of energy. • **Earth & Space Science** ○ Demonstrate an understanding of Earth and Space Science as it relates to the appearance, movements, and patterns of the sun, moon, and stars; and how humans use Earth's resources.	• Describe Mississippi's entry into statehood. • Identify people in positions of power • Identify rights and responsibilities as a citizen ○ Describe Mississippi's: economic and military role during the Civil War ○ economic conditions as a result of Civil War • Evaluate how geographic and economic factors influence life in Mississippi • Analyze the Civil Rights Movement • Examine how culture impacts people. Understand Mississippi's geography and its influence on life and work

	information contributes to an understanding of the text	and measure angles ○ Draw and identify lines and angles ○ Classify shapes by properties of their lines and angles		
	Spanish		**P.E.**	
	● **Communication**: Communicate on very familiar topics and present information orally ○ Write short messages and notes ○ Understand spoken words, phrases, and simple sentences related to everyday life ● **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied ● **Connections:** Build, reinforce, and expand their knowledge using the language to develop critical thinking and to solve problems creatively. ● **Comparisons:** Use the language to investigate, explain, and reflect on the nature of language ● **Communities**: Use the language both within and beyond the classroom to interact in a globalized world.		● Motor skills ○ Manipulative ○ Non-manipulative ○ Perceptual movement ● Age appropriate ○ Basic skills in movement form ○ Physical activity ○ Personal and social behavior during activity	

Grade	ELA	Math	Science	Social Studies
5	● Draw inferences from text ● Determine a theme from a story, drama, or poem ● Compare and contrast two or more characters, settings, or events in a story or drama; and main ideas of a text ● Summarize the text ● Explain the relationships or interactions between two or more individuals, events, ideas, or concepts ● Determine the meaning of words phrases and figurative language ● Explain the overall structure of a particular story, drama, or poem ● Describe how a narrator's point of view influences how events are described ● Draw inferences ● Determine a theme of a story, drama, or poem from details in the text ● Summarize the text ● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text	● Write and interpret numerical expressions ● Analyze patterns and relationships ● Understand the place value system ● Perform operations with multi-digit whole numbers and with decimals to hundredths ● Use equivalent fractions as a strategy to add and subtract fractions ● Use equivalent fractions as a strategy to add and subtract fractions ● Convert like measurement units within a given measurement system ● Represent and interpret data ● Demonstrate understanding of Geometry as it relates to measurement: ○ Graph points on a coordinate plane to solve real-world and mathematical problems. ○ Classify two-dimensional figures into categories based upon their properties	● Demonstrate an understanding of Life Science as it relates to photosynthesis and the transfer of energy from the sun into chemical energy necessary for plant growth and survival; and a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web ● Demonstrate an understanding of web Physical Science as it relates to the physical properties of matter; mixtures and solutions; and the difference between physical and chemical changes ○ the factors that affect the motion of an object through a study of Newton's Laws of Motion. ● Demonstrate understanding of Earth and Space Science as it relates to the locations of objects in the universe; the principles that govern moon phases, day and night, appearance of objects in the sky, and seasonal changes; and the effects of human interaction with Earth and how Earth's natural resources are protected & conserved	● How Articles of Confederation led to the Constitutio ● Respect for the rights of others ● Review currency as it relates to resources goods and services; bartering economy; currency-based economy ● People in roles of power can influence people's rights and freedom ● Describe and explain traditions and contributions of various cultures ● Describe and explain how roles of power can influence people's rights; and traditions and contributions of various cultures ● Recognize the community's, Mississippi's, and the United States' symbols, customs, celebrations ● Utilize Maps, graphs, and charts as representations ● Understand the American Revolution, such as reason for colonization of North America; major events and outcomes; and causes and events leading to conflict

	Spanish	P.E.
	● **Communication**: Communicate on very familiar topics and present information orally ○ Write short messages and notes ○ Understand spoken words, phrases, and simple sentences related to everyday life ● **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● **Connections:** Build, reinforce, and expand their knowledge using the language to develop critical thinking and to solve problems creatively. ● **Comparisons**: Use the language to investigate, explain, and reflect on the nature of language ● **Communities**: Use the language both within and beyond the classroom to interact in a globalized world.	● Motor skills ○ Manipulative ○ Non-manipulative ○ Perceptual movement ● Age appropriate ○ Basic skills in movement form ○ Physical activity ○ Personal and social behavior during activity

Grade Level	ELA	Math	Science	Social Studies
6	● **Reading:** Literature and Informational Text Students will read and annotate varied forms of literature and informational text to: ○ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text ○ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments ○ Determine the meaning of words and phrases as they are used in a text ○ Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas ○ Determine an author's point of view or purpose in a text and explain how it is conveyed in the text ○ Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on	● Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; ● Computing multi-digit numbers and finding common factors and multiples; ● Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; ● Writing, interpreting, and using expressions and equations; ● Solving problems involving area, surface area, and volume; ● Developing understanding of statistical thinking	● **Life Science** ○ Living things range from simple to complex organisms, are organized hierarchically, and function as whole living systems ○ Relationships among survival, environmental changes, and diversity as they relate to the interactions of organisms, populations, and the environment ○ Classification tools and models such as dichotomous keys to classify representative organisms based on the characteristics of the kingdoms ● **Physical Science** ○ Newton's laws of motion using real world models ● **Earth and Space Science** ○ Earth's place in the universe and the interactions of the solar system	● Understand roles and expectations of citizens throughout the world ● Examine challenges of civic engagement. Identify factors that contribute to cooperation and conflict among people ● Understand citizenship roles in other parts of the world, such as East Asia or Latin America ● Describe the causes of human population changes ● Explain the characteristics and development of culture

	the same person) ● **Writing**: Write informative/explanatory texts ○ Using technology, conduct short research projects to answer a question			
	Spanish	**P.E.**	**Global Citizenship**	
	● **Communication**: Communicate on very familiar topics and present information orally ○ Write short messages and notes. ○ Understand spoken words, phrases, and simple sentences related to everyday life ● **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● **Connections:** Build, reinforce, and expand their knowledge using the language to develop critical thinking and to solve problems creatively. ● **Comparisons**: Use the language to investigate, explain, and reflect on the nature of language ● **Communities**: Use the language both within and beyond the classroom to interact in a globalized world	● Motor skills ○ Manipulative ○ Non manipulative ○ Perceptual movement ● Age appropriate ○ Basic skills in movement form ○ Physical activity ○ Personal and social behavior during activity	● **Developing International Mindedness** ○ Know some of the diverse perspectives on global issues and how identities affect opinions and perspectives ○ Be able to analyze international issues with different perspectives, including subject disciplines; and to articulate the combination of factors that may influence identity ○ Understand the threats and opportunities on culture, society, and economics when groups migrate ● **Developing Global Competence** ○ Understand that there are competing rights and responsibilities in different situations and that the interdependence of countries is not always mutually beneficial; the difference between correlation and causation; that a response to local and global issues can be taking personal responsibility for changing their own lifestyle; how they can contribute to promoting or diminishing equal opportunities; the impact of different forms of governance on society; and how past injustices affect contemporary local and global politics ○ Be able to evaluate the potential positive and negative impacts of personal or collective action that they plan to take in response to a local or global issue and to use tools and strategies to analyze events and/or issues and their short-term and long-term impacts ○ Know that there are a range of International organizations involved in global affairs	

Grade Level	ELA	Math	Science	Social Studies
7	● **Readin**g: Literature and Informational Text: Read and annotate varied forms of literature and informational text to: ○ Cite several pieces of textual evidence to support analysis of what the explicit text and inferences drawn from the text ○ Determine two or more central ideas in a text and analyze their development; provide an objective summary ○ Analyze the interactions between individuals, events, and ideas in a text ○ Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. ○ Analyze how a drama's or poem's form or structure contributes to its meaning ○ Analyze points of view of different characters or narrators in a text ● **Writing**: Write informative/explanatory texts ○ Conduct short research projects to answer a question with tech.	● Developing understanding of and applying proportional relationships; ● Developing understanding of operations with rational numbers and fractions; ● Working with expressions and linear equations; ● Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; ● Using data to draw inferences about populations based on samples.	● **Life Science** ○ matter cycles between living and nonliving parts of the ecosystem to sustain life ● **Physical Science** ○ physical and chemical properties of matter ○ how temperature affects matter ○ use of the periodic table ○ chemical formulas and common chemical substances to predict the types of reactions and possible outcomes of the reactions ○ the law of conservation of mass ● **Earth and Space Science** ○ how patterns of air and water molecules are determinants of weather patterns ○ relationship between natural phenomena, human activity, and global climate change ○ seasons are the direct result of the Earth's tilt and the intensity of sunlight on the Earth's hemispheres	● Understanding the development of civilizations in different regions of the world such as ○ Nile River Valley ○ China ○ Indus Valley ○ Ancient Greece ○ Roman Civilization ● Compare and contrast the development of world religions ● European History ○ Middle ages ○ Nation-states ○ Impact of the Renaissance and Reformation

	Spanish	P.E.	Global Citizenship
	● **Communication:** Participate in conversations on a number of familiar topics with sentences/series of sentences. Handle short social situations in everyday situations by asking and answering a variety of questions ○ Understand the main idea and some supporting details in messages or presentations on topics related to everyday life ● **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ○ **Connections:** Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. ● **Comparisons**: Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ● **Communities**: Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	● Motor skills ○ Movement ○ Basic skills in movement form ● Physical activity ○ Personal and social behavior during activity ○ Demonstrate competency	● **Developing International Mindedness** ○ Know some of the diverse perspectives on global issues and how identities affect opinions and perspectives ○ Be able to analyze international issues with different perspectives, including subject disciplines; and to articulate the combination of factors that may influence identity ○ Understand the threats and opportunities on culture, society, and economics when groups migrate ● **Developing Global Competence** ○ Understand that there are competing rights and responsibilities in different situations and that the interdependence of countries is not always mutually beneficial; the difference between correlation and causation; that a response to local and global issues can be taking personal responsibility for changing their own lifestyle; how they can contribute to promoting or diminishing equal opportunities; the impact of different forms of governance on society; and how past injustices affect contemporary local and global politics ○ Be able to evaluate the potential positive and negative impacts of personal or collective action that they plan to take in response to a local or global issue and to use tools and strategies to analyze events and/or issues and their short-term and long-term impacts ○ Know that there are a range of International organizations involved in global affairs

Grade Level	ELA	Math	Science	Social Studies
8	● **Reading:** Literature and Informational Text ○ Read and annotate varied forms of literature and informational text to: ■ Cite several pieces of textual evidence to support analysis of explicit text and draw inferences from the text ■ Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary ■ Analyze the interactions between individuals, events, and ideas in a text ■ Determine the meaning of words and phrases as they are used in a text ■ Analyze how a drama's or poem's form or structure contributes to its meaning ■ Analyze characters' or narrators' POV ● **Writing** ○ Write informative/ explanatory texts ○ Answer questions with technology, conduct short research projects	○ Using rational and irrational numbers; ○ Applying the properties of integer exponents; ○ Graph and compare proportional relationships; ○ Solving linear equations and systems of linear equations; ○ Grasping the concept of a function and using functions to describe quantitative relationships; ○ Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, ○ Understanding and applying the Pythagorean Theorem.	● **Life Science** ○ sexual reproduction results in offspring with genetic variation ○ asexual reproduction results in offspring with identical genetic information ○ genetics and the factors that influence heredity ○ individual traits based on genetics ○ natural selection ○ evolution and its impact on living and extinct species ● **Physical Science** ○ wave study ○ **Earth and Space Science** ○ geological evidence to analyze patterns in Earth's major events, processes, and evolution in history ○ natural hazards such as volcanic eruptions, severe weather, and earthquakes that a decrease in natural resources is directly related to the increase in human population on Earth and must be conserved.	● The development of the United States from Exploration to 1754 ○ Events, factors, and people which led to the American Revolution ○ American constitutional republic ○ Challenges as a new nation ○ Westward Expansion Interpret the causes, challenges, and effects of the Industrial Revolution ○ Social and political reforms on developing American society ● **Civil War** ○ Causes leading to the ○ Interpret the social and economic conflicts between the North and the South ○ Reconstruction American Civil War Reconstruction Interpret the causes, challenges, and effects of the Industrial Revolution

	Spanish	P.E.	Global Citizenship
	● **Communication**: Participate in conversations on a number of familiar topics using sentences and series of sentences. Handle short social situations in everyday situations by asking and answering a variety of questions. ○ Understand the main idea and some supporting details ● **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● **Connections:** Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. ● **Comparisons**: Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ● **Communities**: Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	● Motor skills ○ Movement ○ Basic skills in movement form ● Physical activity ○ Personal and social behavior during activity ○ Demonstrate competency	● **Developing International Mindedness** ○ Know some of the diverse perspectives on global issues and how identities affect opinions and perspectives ○ Be able to analyze international issues with different perspectives, including subject disciplines; and to articulate the combination of factors that may influence identity ○ Understand the threats and opportunities on culture, society, and economics when groups migrate ● **Developing Global Competence** ○ Understand that there are competing rights and responsibilities in different situations; that the interdependence of countries is not always mutually beneficial; the difference between correlation and causation; that a response to local and global issues can be taking personal responsibility for changing their own lifestyle; and how they can contribute to promoting or diminishing equal opportunities; the impact of different forms of governance on society; and how past injustices affect contemporary local and global politics ○ Be able to evaluate the potential positive and negative impacts of personal or collective action that they plan to take in response to a local or global issue; and to use tools and strategies to analyze events and/or issues and their short-term and long-term impacts ○ Know that a range of International organizations are involved in global affairs.

Grade Level	ELA - English 1	Math - Algebra 1	Science - Biology	Social Studies- Mississippi Studies
9	● **Reading:** Literature and Informational Text ○ Read and annotate varied forms of literature and informational text to: ○ Cite several pieces of textual evidence to support analysis of explicit text and draw inferences from the text ○ Determine the meaning of words and phrases as they are used in a text ○ Analyze the interactions between individuals, events, and ideas in a text ○ Analyze how a drama's or poem's form or structure contributes to its meaning ○ Analyze characters' or narrators' POV **Writing** ● Write informative/ explanatory texts ● Answer questions with technology, conduct short research projects.	● Explain why: ○ the sum or product of two rational numbers is rational ○ the sum of a rational and irrational number is irrational ○ the product of a nonzero rational number and an irrational number is irrational. ● Use units as a way to understand problems. ● Choose and interpret units consistently in formulas. ● Choose and interpret the scale and the origin in graphs and data displays. ● Interpret expressions that represent a quantity in terms of its context.* ● Interpret parts of an expression, such as terms, factors, and coefficients	● From Molecules to Organisms: Structures and Processes ○ Cellular function and organization ○ Growth and development of organisms ○ Organization for matter and energy flow in organisms ● Ecosystems: Interactions, Energy, and Dynamics ○ Interdependent relationships in ecosystems ○ Cycles of matter and energy transfer in ecosystems ○ Ecosystem dynamics, functioning, and resilience ● Heredity: Inheritance and Variation of Traits ○ Inheritance of traits ○ Variation of traits ● Biological Evolution: Unity and Diversity ○ Evidence of common ancestry and diversity ○ Natural selection ○ Adaptation	● Examine the geographic features of Mississippi; compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on state history and traditions. ● Examine the motivations and the effects of the European arrival and presence in Mississippi; explain the development of the Mississippi Territory/evolution to statehood. ● Analyze the characteristics of antebellum Mississippi and the role of Mississippi during the Civil War and evaluate the effects of Reconstruction in the state; examine the economic, political, and social changes in the Jim Crow Era Mississippi; and evaluate the role of Mississippi in the Civil Rights Movement ● Analyze the economic characteristics of modern Mississippi and the structure and function of local and state government in Mississippi, and examine the impact of Mississippi artists, musicians, and writers and the contributions of various ethnic and religious groups in MS.

	Spanish	P.E. and Health	Global Studies	Social Studies - World History
	• **Communication**: Participate in conversations on a number of familiar topics using sentences and series of sentences. Handle short social situations in everyday situations by asking and answering a variety of questions. • **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • **Connections:** Build, reinforce, and expand • their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • **Comparisons**: Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • **Communities**: Use the language both within and beyond the classroom to interact and collaborate.	• Demonstrate proficiency in numerous movement forms • Use technology to evaluate a variety of movement forms • Demonstrate proficiency in team-oriented skills • Improve upon a variety of advanced manipulative skills.	• Know some of the diverse perspectives on global issues and how identities affect opinions and perspectives. • Be able to analyze international issues from different perspectives; articulate the combination of factors that may influence identity; evaluate the potential positive and negative impacts of personal or collective action that they plan to take in response to local or global issues; and use tools and strategies to analyze events and/or issues and their short-term and long-term impacts.. • Know that there are a range of international organizations involved in global affairs.	• The Age of Revolution (1750-1914) ○ Examine the causes, consequences, and global impact of the Industrial Revolution ○ Analyze the influence of the American and French Revolutions on political and social change ○ Evaluate the social, political, and economic changes that occurred during the Age of Imperialism • The 20th Century to the Present ○ Examine the causes and global consequences of World War I and World War II ○ Analyze the impact of nationalism, militarism, and imperialism ○ Evaluate the economic, political, and social impact of the Cold War ○ Examine the causes and consequences of decolonization and independence movements ○ Analyze the social, economic, and political challenges of the contemporary world

High School Curriculum Development Timeline

At Mississippi Global, our mission is unwavering: to empower 9th- to 12th-grade students in the Mississippi Delta with the essential knowledge, skills, and experiences needed to thrive in college and career pathways. With an unyielding commitment to college preparation, we are dedicated to providing a rigorous educational experience that prepares scholars to excel academically and professionally. We will achieve this by holding students to high expectations and by utilizing Project-Based Learning (PBL) to engage students in real-world projects that foster critical thinking, collaboration, and problem-solving. We also implement Universal Design for Learning (UDL) to ensure our instructional methods are inclusive and accessible, providing multiple means of representation, engagement, and expression to meet diverse learning needs. Our global education focus also broadens students' perspectives and prepares them to be engaged, informed citizens in an interconnected world. Our vision extends beyond college acceptance; we strive to cultivate future leaders who will drive positive change locally and globally. High-quality curriculum materials play a pivotal role in ensuring equitable access to a rigorous college preparation education.

Our curriculum materials will uphold several key principles:

1. Aligned with Mississippi College and Career Ready Standards
2. Grounded in research and proven effective with our unique population
3. Attuned to our programmatic priorities, school-wide goals, and the specific needs of our scholars, encompassing areas such as college preparation, literacy, etc.
4. These materials will progress seamlessly from one grade to the next, ensuring a cohesive learning experience
5. They will be designed to be inclusive and accessible to all learners, including students with disabilities, struggling students, gifted students, and English language learners.
6. Our curriculum will be culturally responsive, honoring our students' diverse backgrounds and perspectives.

At Mississippi Global, our curriculum development journey adheres to the gradual expansion enrollment model, advancing through distinct phases. The team will begin the ninth-grade curriculum development process in July 2025 to ensure ample time to collect the students who will guide the process.

Timeline						
Grades Level(s)	Development Start Date	Completion Date	Material Acquisition	Training/Staff PD	Implementation Date	Evaluation
9	July 2025	August 2028	Summer 2029	2029-30	August 2029	MOY 2029, EOY 2030
10	July 2026	August 2029	Summer	2030-31	August 2030	MOY 2030

			2030			EOY 2031
11	July 2027	August 2030	Summer 2031	2031-32	August 2031	MOY 2031 EOY 2032
12	July 2028	August 2031	Summer 2032	2032-33	August 2032	MOY 2032 EOY 2033

Milestones	Responsible Persons
➢ Review updates from MDE and MCSAB policies. ➢ Assess organizational capacity and identify needed areas of expertise. ➢ Finalize course offerings and electives to determine curriculum needs. ➢ Revise decision-making flowchart, roles & responsibilities, and timelines as needed	➢ Director of Operations, Principal, Instructional Coach
➢ Selecting team members with the required expertise and skills ➢ Communicate the role descriptions, timeline, decision-making flowchart, communication plan, non-negotiables, and priority requirements to all team members ➢ Set budget parameters and establish financial guidelines for the project	➢ Principal, Director of Operations
➢ Develop a comprehensive curriculum implementation plan. ➢ Finalize Exit Standards ➢ Set up systems for ongoing monitoring and support (i.e. evaluation tools, attendance portals, behavior, communication)	➢ Principal, Instructional Coach

<u>Staff/Team Members</u>

- Principal
- Instructional Coach
- DO (Director Of Operations)
- Instructional Coach
- Teachers
- Operations Associate (i.e., secretary)

ATTACHMENT 3:
CURRICULUM MAP



Attachment 3
Curriculum Map

Unpacking the curriculum requires dedicated preparation and planning time. Given the curriculum's rigor and the expected diverse academic needs of Mississippi Global's future students, it is essential that teachers take the time to restructure, modify, and differentiate the content. The Global Public Charter Foundation team has meticulously modified EL's weekly pacing guides, which resulted in tremendous success for the school's ELA department and student scores. The sample modules below are a glance at the school's robust and award-winning ELA curriculum.

While each module is designed to last a quarter of the school year, Mississippi Global's ELA teachers will be expected to deliver three, rather than four modules over the course of the school year. This provides far greater teacher flexibility and ensures students have more time with central texts and key standards. This model has resulted in tremendous success at Washington Global and is expected to result in success at Mississippi Global.

The Mississippi Global Academy ELA curriculum is aligned to the Mississippi College and Career Ready Standards for ELA. It is split first by grade level. Within each grade level, the curriculum is divided into quarter-length (8-week) modules. Below are samples of the modules.

Each 8-week module is then broken into three units, which will be prepared collaboratively with the ELA teachers and the school's Instructional Coach. Each unit has 5-20 lessons and a mid-unit and end-of-unit assessment. Individual lessons are designed to be taught in 55-minute blocks but generally take longer to execute.

Structure Overview: Grade Level → Module → Unit → Lesson
Structure Example: Grade 8 → Module 1 → Unit 1 → Lesson 1

Ongoing Standards: *these standards shall be incorporated throughout the course of the school year.*	**Language Standards:** *these standards shall be incorporated into weekly grammar and language instruction.*
ELA: Literature and Informational Text Students will read and annotate varied forms of literature and informational text in order to: ● Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text ● Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text ● Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. ● Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning ● Analyze points of view of different characters or narrators in a text	Demonstrate command of the conventions of standard English grammar and usage: ● Explain the function of verbals (gerunds, participles, infinitives) ● Form and use verbs in the active and passive voice ● Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood ● Recognize and correct inappropriate shifts in verb voice and mood Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. ● Use punctuation (comma, ellipsis, dash) to indicate a pause or break ● Use an ellipsis to indicate an omission ● Spell correctly Determine or clarify the meaning of unknown and multiple-meaning words and phrases using the following strategies: ● Context clues ● Greek or Latin affixes and roots ● Dictionaries, glossaries and thesauruses Demonstrate understanding of figurative language, word relationships and nuances in word meanings. ● Interpret figures of speech (verbal irony, puns) ● Use the relationship between words to better understand each of the words ● Distinguish between the connotations (associations) and denotations (definitions) of words

	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
<u>Writing Standards</u> **By the end of the year students should have experience writing the following types of texts.** ● Arguments to support claims with clear reasons and relevant evidence. ● Informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. ● Narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Students should use the *<u>Writer's Checklist</u>* that corresponds with each type of writing to be sure they have included all necessary components. **Students should be given the opportunity to work through the entire editing process.** ● Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. ● Develop and strengthen writing through planning, revising, editing, rewriting or trying a new approach, focusing on how well the purpose and audience have been addressed. **Students should be given the opportunity to write over extended time frames (time for research, reflection and revision) and shorter time frames (one sitting)**	**<u>Speaking and Listening Standards</u>** Students should engage in a range of collaborative discussions with diverse partners Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identify when irrelevant evidence is introduced Present claims and findings to classmates in a coherent manner using appropriate eye contact, adequate volume and clear pronunciation Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest

8th Grade : Finding Home: Refugees (Module 1)

Guiding Questions

1) What is home?
2) How do critical incidents reveal character
3) What common themes unify the refugee experience?
4) How can we tell powerful stories about people's experiences?

Big Ideas

1) Critical incidents reveal a character's dynamic nature.
2) Characters change over time in response to challenges.
3) Authors select a genre of writing to fully engage the reader.

Vocabulary

1) Communist, 2) Glutinous, 3) Imitation, 4) Translator, 5) Stranded, 6) Solitude 7)Contorted, 8) Monastery, 9) Intermingle, 10) Ceremony

Objective

Students will be able to analyze evidence from the text, "Inside out and back again" in order to discuss the central idea of the text.

Texts (type)

1) I*nside Out and Back Again* (free verse)
2) Informational Text (Vietnam War)

Checkpoint Tasks

- Unit 1 and/or Unit 2 Assessment.

Culminating Task

Students will write two research-based poems that reflect the "inside out" and "back again" aspect of a refugee's experience. Students will collaborate to research about the experiences of refugees of a specific culture. The "inside out" poem is based on the research conducted and the "back again" poem is aligned with students' individual interpretation of information text as well as their own background knowledge and experiences.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

Conduct short research projects to answer a question, drawing on several sources and generating additional questions.

Draw evidence from literary or informational texts to support analysis, reflection and research.

Resources

- https://read.activelylearn.com/#/teacher/catalog/ela/heroes/curriculum-units
- https://www.commonlit.org/
- https://achievethecore.org/
- https://eleducation.org/

Journeys and Survival (Module 2)

Guiding Questions

1) How do individuals survive in challenging environments?
2) How do culture, time and place influence the development of identity?
3) How does reading from different texts about the same topic build our understanding?
4) What are the ways that an author can juxtapose two characters?

Big Ideas

1) Individual survival in challenging environments requires both physical and emotional resources.
2) Using informational writing about a historical time, place or people enriches our understanding of a fictional portrayal of the same time period or events.

Vocabulary

1. Cultivate 2. Haul 3. Stride 4. Plunged 5. Gratification 6. Rot 7. Scurried 8.

Objective

Students will be able to identify the various ways individuals survive in challenging environments in order to discuss their character traits and how these traits help them persevere.

Students will analyze how culture, time, and setting influence the development of a character's identity.

Texts (type)

1) *A Long Walk to Water* (novel)
2) Informational texts about Dinka and Nuer tribes, Second Sudanese Civil war and refugees

Checkpoint Tasks

- Unit 1 and/or Unit 2 Assessment.

Culminating Task

Students will craft and present a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War.

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. (*writing process guidelines*)

Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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Taking a Stand (Module 3)

Guiding Questions

1) How does taking a stand in small ways show integrity?
2) Is it worth taking a stand for one's self? For others?
3) In the context of this text, how do people create change?
4) Do you believe the methods for creating change described in this letter are effective? Why or why not?

Big Ideas

1) Authors use the structure of texts to create style and convey meaning.
2) Authors use allusions to layer deeper meaning in the text.

Texts (type)

1) Speeches
2) "Letters from Birmingham Jail"

Vocabulary

1. Gainsaying 2. Moratorium 3.Provincial 4. Socrates 5. Gadflies 6. Affluent 7.Anarchy 8. Dignity

Objective

Students will be able to discuss how taking a stand in small ways shows integrity in order to determine if taking a stand is worth being selfless.

Checkpoint Tasks

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Culminating Task

Students will analyze key quotes from, " The Letters from Birmingham Jail", by Rev. Dr. Martin Luther King Jr. that reflect the overarching themes they studied in Units 1 and 2. Students then will form small groups and develop a Readers Theater script in which each student will select a different critical scene from the novel that develops the theme of their group's assigned quote. The Reader's Theater script will be accompanied by two individual assignments. First, the students will write a justification in which they justify and explain how the passage develops the main idea of their group's quote. Second, students will write a commentary in which they explain how their script is a response to the Letter From Birmingham Jail and how it connects to one or more of the other speeches.

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ATTACHMENT 4:
LEARNING STANDARDS



Grade 4 Standards
Mississippi Global Academy

Math Standards– Grade 4

Grade 4 (continued)

The content of this document is centered on the mathematics domains of Counting and Cardinality (Grade K), Operations and Algebraic Thinking; Numbers and Operations in Base Ten (Grades K-5); Numbers and Operations—Fractions (Grades 3-5); Measurement and Data (Grades K-5); Ratios and Proportional Relationships (Grades 6- 7); the Number System, Expressions & Equations, Geometry, Statistics & Probability (Grades 6-8); Functions (Grade 8), and the high school conceptual categories of Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics & Probability. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Exit Standards for Grade 4

Mississippi Global Academy has chosen these robust, college preparatory standards to ensure that students are ready for college and careers. The following standards ensure that students are gaining a rigorous Math experience to advance to the next grade level. As fourth grade progresses, the Math standards become increasingly more complex. In addition, students are provided with increasingly complex texts throughout the year. Students advancing through fourth grade are expected to show at least 80% of mastery of each year's grade-specific standards so that they are prepared for success in the next grade.

Grade 4

Operations and Algebraic Thinking (OA)	
Use the four operations with whole numbers to solve problems	
4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1]
4.OA.3	Solve multistep (two or more operational steps) word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Gain familiarity with factors and multiples	
4.OA.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
Generate and analyze patterns	
4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
Number and Operations in Base Ten [2] (NBT)	
Generalize place value understanding for multi-digit whole numbers	
4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.
4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.

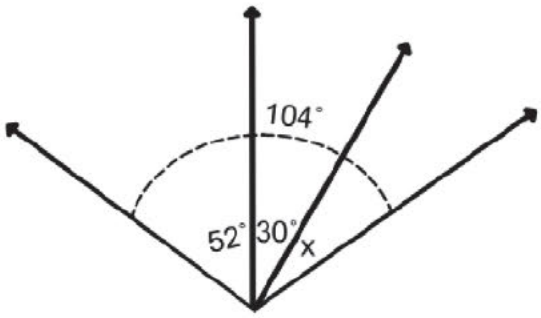
Grade 4

Use place value understanding and properties of operations to perform multi-digit arithmetic	
4.NBT.4	Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm.
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one- digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Number and Operations—Fractions[3] (NF)	
Extend understanding of fraction equivalence and ordering	
4.NF.1	Recognizing that the value of "n" cannot be 0, explain why a fraction a/b is equivalent to a fraction (n × a)/ (n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers	
4.NF.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model (including, but not limited to: concrete models, illustrations, tape diagram, number line, area model, etc.). Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Grade 4

4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers do you expect your answer to lie?
Understand decimal notation for fractions, and compare decimal fractions	
4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.
4.NF.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.
Measurement and Data (MD)	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	
4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),…
4.MD.2	Use the four operations to solve word problems involving • intervals of time • money • distances • liquid volumes • masses of objects including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Grade 4

4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
	Represent and interpret data
4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
	Geometric measurement: understand concepts of angle and measure angles
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non- overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. Example: Find the missing angle using an equation. 
	Geometry (G)
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Grade 4

4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line- symmetric figures and draw lines of symmetry.

[1] See Glossary, Table 2.

[2] Grade 4 expectations in this domain are limited to whole numbers less than or equal I to 1,000,000.

[3] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

[4] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

ELA Standards– Grade 4

Grade 4

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Exit Standards for Grade 4

Mississippi Global Academy has chosen these robust, college preparatory standards to ensure that students are ready for college and careers. The following standards ensure that students are gaining a rigorous ELA experience to advance to the next grade level. As fourth grade progresses, the ELA standards become increasingly more complex. In addition, students are provided with increasingly complex texts throughout the year. Students advancing through fourth grade are expected to show at least 80% of mastery of each year's grade-specific standards so that they are prepared for success in the next grade.

Reading Literature	
Key Ideas and Details	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Craft and Structure	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.8	Not applicable to literature.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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Range of Reading and Level of Text Complexity	
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Grade 4

Reading Informational Text	
Key Ideas and Details	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 4

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
Not applicable in grade 4.	
Phonological Awareness	
Not applicable in grade 4.	
Phonics and Word Recognition	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4a	Read grade-level text with purpose and understanding.
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grade 4

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1b	Provide reasons that are supported by facts and details.
W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.1d	Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Grade 4

W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
Research to Build and Present Knowledge	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9a	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.4.9b	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
Range of Writing	
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Grade 4

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas	
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

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The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.1e	Form and use prepositional phrases.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).*
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2a	Use correct capitalization.
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language	
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3a	Choose words and phrases to convey ideas precisely.*
L.4.3b	Choose punctuation for effect.*

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L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Vocabulary Acquisition and Use	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career- Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

Science Standards– Grade 4

GRADE FOUR

Theme: Energy and Systems

In Grade 4, students will observe, research, and conduct investigations to discover patterns related to energy and change in the world around them. The crosscutting concept can be seen in life science through the study of human body systems, including their functions, interactions, and reliance upon other systems within the body. In physical science, the concept is developed through a study of energy in the forms of heat, light, sound, and electricity, as well as the conservation and transfer of energy from one form to another. The study of Earth science in fourth grade investigates the driving force of energy as it relates to the water cycle and changes in patterns of weather and climate. Students are expected to engage in engineering design practices, conduct research, and communicate their understanding of each standard in a variety of ways. Because of this yearlong study, students will gain research and process skills to build content knowledge that will support arguments about the ways energy and change relate to the world around us.

Exit Standards for Grade 4

Mississippi Global Academy has chosen these robust, college preparatory standards to ensure that students are ready for college and careers. The following standards ensure that students are gaining a rigorous Science experience to advance to the next grade level. As fourth grade progresses, the Science standards become increasingly more complex. In addition, students are provided with increasingly complex texts throughout the year. Students advancing through fourth grade are expected to show at least 80% of mastery of each year's grade-specific standards so that they are prepared for success in the next grade.

GRADE FOUR: Life Science

L.4.1 Hierarchical Organization

Conceptual Understanding: All organisms need energy for growth and development. Animals have specialized structures and systems for obtaining and processing energy. These structures and systems cannot function properly without adequate nourishment. Living organisms can be adversely affected by environmental conditions or disease.

L.4.1 Students will demonstrate an understanding of the organization, functions, and interconnections of the major human body systems.

L.4.1.1 Use technology or other resources to research and discover general system function (e.g., machines, water cycle) as they relate to human organ systems and identify organs that work together to create organ systems.

L 4.1.2 Obtain and communicate data to describe patterns that indicate the nature of relationships between human organ systems, which interact with one another to control digestion, respiration, circulation, excretion, movement, coordination, and protection from infection.

L.4.1.3 Construct models of organ systems (e.g. circulatory, digestive, respiratory, muscular, skeletal, nervous) to demonstrate both the unique function of the system and how multiple organs and organ systems work together to accomplish more complex functions.

L.4.1.4 Research and communicate how noninfectious diseases (e.g. diabetes, heart disease) and infectious diseases (e.g. cold, flu) serve to disrupt the function of the body system.

L.4.1.5 Using informational text, investigate how scientific fields, medical specialties, and research methods help us find new ways to maintain a healthy body and lifestyle (e.g. diet, exercise, vaccines, and mental health).

GRADE FOUR: Life Science

L.4.2 Reproduction and Heredity

Conceptual Understanding: Scientists have identified and classified many types of plants and animals. Each plant or animal has a unique pattern of growth and development called a life cycle. All of Earth's cycles are driven by energy traced back to the sun.

L.4.2 Students will demonstrate an understanding of life cycles, including familiar plants and animals (e.g., reptiles, amphibians, or birds).

L.4.2.1 Compare and contrast life cycles of familiar plants and animals.
L.4.2.2 Develop and use models to explain the unique and diverse life cycles of organisms other than humans (e.g., flowering plants, frogs, or butterflies) including commonalities (e.g., birth, growth, reproduction, or death).

GRADE FOUR: Physical Science

P.4.6 Motions, Forces, and Energy

Conceptual Understanding: As different forms of energy, heat and electricity can be produced in different ways and are transferred and conducted from one form or object to another. Some materials can be conductors or insulators of heat energy. Electricity can be transferred from place to place by electric currents to produce motion, sound, heat, or light.

P.4.6A Students will demonstrate an understanding of the common sources and uses of heat and electric energy and the materials used to transfer heat and electricity.

P.4.6A.1 Obtain and communicate information to compare how different processes (including burning, friction, and electricity) serve as sources of heat energy.
P.4.6A.2 Plan and conduct scientific investigations to classify different materials as either an insulator or conductor of electricity.
P.4.6A.3 Develop models demonstrating how heat and electrical energy can be transformed into other forms of energy (e.g., motion, sound, heat, or light).
P.4.6A.4 Develop models that demonstrate the path of an electric current in a complete, simple circuit (e.g., lighting a light bulb or making a sound).
P.4.6A.5 Use informational text and technology resources to communicate technological breakthroughs made by historical figures in electricity (e.g. Alessandro Volta, Michael Faraday, Nicola Tesla, Thomas Edison, incandescent light bulbs, batteries, Light Emitting Diodes).
P.4.6A.6 Design a device that converts any form of energy from one form to another form (e.g., construct a musical instrument that will convert vibrations to sound by controlling varying pitches, a solar oven that will convert energy from the sun to heat energy, or a simple circuit that can be used to complete a task). Use an engineering design process to define the problem, design, construct, evaluate, and improve the device.*

Conceptual Understanding: Light, as a form of energy, has specific properties, including brightness. Light travels in a straight line until it strikes an object. The way light behaves when it strikes an object depends on the object's properties.

P.4.6B Students will demonstrate an understanding of the properties of light as forms of energy.

P.4.6B.1 Construct scientific evidence to support the claim that white light is made up of different colors. Include the work of Sir Isaac Newton to communicate results.
P.4.6B.2 Obtain and communicate information to explain how the visibility of an object is related to light.
P.4.6B.3 Develop and use models to communicate how light travels and behaves when it strikes an object, including reflection, refraction, and absorption.

P.4.6B.4 Plan and conduct scientific investigations to explain how light behaves when it strikes transparent, translucent, and opaque materials.

Conceptual Understanding: Sound, as a form of energy, is produced by vibrating objects (matter) and has specific properties, including pitch and volume. Sound travels through air and other materials and is used to communicate information in various forms of technology.

P.4.6C Students will demonstrate an understanding of the properties of sound as a form of energy.

P.4.6C.1 Plan and conduct scientific investigations to test how different variables affect the properties of sound (i.e., pitch and volume).

P.4.6C.2 In relation to how sound is perceived by humans, analyze and interpret data from observations and measurements to report how changes in vibration affect the pitch and volume of sound.

P.4.6C.3 Obtain and communicate information about scientists who pioneered in the science of sound, (e.g., Alexander Graham Bell, Robert Boyle, Daniel Bernoulli, and Guglielmo Marconi).

GRADE FOUR: Earth and Space Science

E.4.9 Earth's Systems and Cycles

Conceptual Understanding: Earth's atmosphere is a mixture of gases, including water vapor and oxygen. Water, which is found almost everywhere on Earth, including the atmosphere, changes form and cycles between Earth's surface to the air and back again. This cycling of water is driven by energy from the sun. The movement of water in the water cycle is a major process that influences weather conditions. Clouds form during this cycle and various types of precipitation result.

E.4.9A Students will demonstrate an understanding of how the water cycle is propelled by the sun's energy.

E.4.9A.1 Develop and use models to explain how the sun's energy drives the water cycle. (e.g., evaporation, condensation, precipitation, transpiration, runoff, and groundwater).

Conceptual Understanding: Scientists record patterns in weather conditions over time and across the globe to make predictions about what kind of weather might occur next. Climate describes the range of an area's typical weather conditions and the extent to which those conditions vary over long periods of time.

E.4.9B Students will demonstrate an understanding of weather and climate patterns.

E.4.9B.1 Analyze and interpret data (e.g., temperature, precipitation, wind speed/direction, relative humidity, or cloud types) to predict changes in weather over time.

E.4.9B.2 Construct explanations about regional climate differences using maps and long-term data from various regions.

E.4.9B.3 Design weather instruments utilized to measure weather conditions (e.g., barometer, hygrometer, rain gauge, anemometer, or wind vane). Use an engineering design process to define the problem, design, construct, evaluate, and improve the weather instrument.*

Conceptual Understanding: Earth's oceans and landforms can be affected in various ways by natural processes in one or more of Earth's spheres (i.e., atmosphere, biosphere, geosphere, and hydrosphere). Humans cannot eliminate natural hazards caused by these processes but can take steps to reduce their impacts. Human activities can affect the land and oceans in positive and negative ways.

E.4.9C Students will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.

E.4.9C.1 Analyze and interpret data to describe and predict how natural processes (e.g., weathering, erosion, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface.

E.4.9C.2 Develop and use models of natural processes to explain the effect of the movement of water on the ocean shore zone, including beaches, barrier islands, estuaries, and inlets (e.g., marshes, bays, lagoons, fjord, or sound).

E.4.9C.3 Construct scientific arguments from evidence to support claims that human activities, such as conservation efforts or pollution, affect the land, oceans, and atmosphere of Earth.

E.4.9C.4 Research and explain how systems (i.e., the atmosphere, geosphere, and/or hydrosphere), interact and support life in the biosphere.

E.4.9 C.5 Obtain and communicate information about severe weather phenomena (e.g., thunderstorms, hurricanes, or tornadoes) to explain steps humans can take to reduce the impact of severe weather events.

GRADE FOUR: Earth and Space Science

E.4.10 Earth's Resources

Conceptual Understanding: Energy and fuels are derived from natural sources and human use of these materials affects the environment in multiple ways. Due to limited natural resources, humans are exploring the use of abundant solar, water, wind, and geothermal energy resources to develop innovative, high-tech renewable energy systems.

E.4.10 Students will demonstrate an understanding of the various sources of energy used for human needs along with their effectiveness and possible impacts.

E.4.10.1 Organize simple data sets to compare energy and pollution output of various traditional, non- renewable resources (e.g. coal, crude oil, wood).

E.4.10.2 Use technology or informational text to investigate, evaluate, and communicate various forms of clean energy generation.

Social Studies Standards–
Grade 4

GRADE FOUR

Theme: Mississippi History, Regions, and U.S. History to the American Revolution

In Grade 4, students will embark on a journey through time, exploring the rich history and diverse regions of Mississippi, as well as the early history of the United States up to the **American Revolution**. Students will engage in historical thinking skills, such as analyzing primary and secondary sources, understanding cause and effect relationships, and recognizing the importance of multiple perspectives. They will investigate the unique **geography, economy, and culture of Mississippi's regions**, discovering how these factors have shaped the **state's past and present**. Students will also delve into the early history of the United States, examining the factors that led to the **colonization of North America**, the interactions between **indigenous peoples** and **European settlers**, and the events that ultimately sparked the **American Revolution**. Through this exploration, students will develop a deeper understanding of the **complex interplay between geography, economics, politics, and social structures in shaping the course of history**. They will be encouraged to draw connections between the past and the present, and to consider how the legacy of these early events continues to influence our world today. By engaging in research, discussions, and various forms of communication, students will build a foundation of historical knowledge and critical thinking skills that will serve them well in their future studies and as **informed citizens**.

Exit Standards for Grade 4

Mississippi Global Academy has chosen these robust, college preparatory standards to ensure that students are ready for college and careers. The following standards ensure that students are gaining a rigorous Social Studies experience to advance to the next grade level. As fourth grade progresses, the Social Studies standards become increasingly more complex. In addition, students are provided with increasingly complex texts throughout the year. Students advancing through fourth grade are expected to show at least 80% of mastery of each year’s grade-specific standards so that they are prepared for success in the next grade.

Fourth Grade Theme: Mississippi Studies and Regions This course contains all Social Studie s Strands including Civics, Economics, Civil Rights, Geography, and History	
Standard	Objectives
4.MS.1 Describe the physical geography and natural resources of the ten regions of Mississippi.	1. Identify on a map the ten geographical regions of Mississippi (Yazoo Delta, Black Belt, Jackson Prairie, Gulf Coast, Loess Hills, North Central Hills, Flatwoods, Pontotoc Ridge, Tennessee River Hills, and Piney Woods). 2. Describe features of each region. 3. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc. 4. Compare and contrast major natural resources throughout Mississippi on a map (e.g., oil, agricultural, etc.).
4.MS.2 Examine the exploration and settlement of the Mississippi Territory.	1. Map and describe the settlements of the Mississippi Territory (e.g., Natchez, Washington, Port Gibson, Columbia, Winchester, Mobile, Huntsville, etc.). 2. Trace the routes of explorers (e.g., Hernando de Soto, Rene' Robert Cavelier, Sieur de La Salle, Pierre Le Moyne d 'Iberville, Jacques Marquette, Louis Jolliet, etc.) and discuss the impact on settlements in the Mississippi Territory. 3. Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.

Standard	Objectives
4.MS.3 Investigate the Native American tribes of historic Mississippi.	1. Identify the location of major tribes within Mississippi: Choctaw, Chickasaw, and Natchez. 2. Compare and contrast the cultures and lives of the Choctaw, Chickasaw, and Natchez tribes of historic Mississippi (e.g., homes, roles, beliefs, clothes, games, traditions, food, etc.). 3. Discuss the impact of the removal of Native Americans from Mississippi.
4.MS.4 Describe Mississippi's entry into statehood.	1. Trace Mississippi's progression from territory to statehood. 2. Define political and geographic reasons for changes in location of Mississippi's state capitol.
4.MS.5 Describe the Antebellum society of Mississippi.	1. Outline the rise of Mississippi cotton culture. 2. Link cotton culture to the rise of slavery. 3. Discuss the leaders of the abolition movement and the importance to the end of slavery in the South.
4.MS.6 Analyze Mississippi's role in the Civil War.	1. Identify the Mississippi leaders of the secession and the Civil War. 2. Outline the cause and effects of slavery that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War. 3. Investigate how Mississippi supported the Civil War through economic and military efforts. 4. Compare and contrast the societal roles on the homefront and battlefront during and after the Civil War.

Standard	Objectives
4.MS.7 Evaluate the impact of Reconstruction and Post-Reconstruction on Mississippi.	1. Contrast life from the Antebellum period to post Civil War (e.g., population, economy, government, infrastructure, etc.). 2. Explain the use of sharecroppers as a response to the end of slavery. 3. Describe how the Jim Crow laws disenfranchised African Americans in Mississippi.
4.MS.8 Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.	1. Define discrimination, prejudice, segregation, integration, suffrage, and civil rights. 2. Identify important figures of the modern Civil Rights Movement including Mississippians (e.g., Martin Luther King Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.). 3. Identify and explain events of the modern Civil Rights Movement, including Brown v. Board of Education (1954), Jim Crow laws, Freedom Summer, and James Meredith's admission to the University of Mississippi. 4. Analyze the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as it relates to Mississippians.
4.MS.9 Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.	1. Identify Mississippians known for their artwork, music, architecture, and literature (e.g., Wyatt Waters, William Herd, Walter Anderson, B.B. King, Elvis Presley, Marty Stewart, Eudora Welty, Willie Morris, etc.). 2. Describe how literature, the arts, architecture, and music affect tourism within the state.

Standard	Objectives
4.MS.10 Describe the impact of significant historical figures and events in Mississippi's past and present.	1. Cite symbols and explain historical figures that are used in Mississippi's culture (e.g., monuments, place names, etc.). 2. Examine events that are significant to Mississippi culture.
4.MS.11 Evaluate how geographic and economic factors influence life and work in Mississippi.	1. Describe the division of labor within Mississippi (e.g., government, industry, agriculture, etc.). 2. Determine how land use impacts Mississippi's economy (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.). 3. Explain the benefits and challenges of trade for Mississippi. 4. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).

Spanish Standards– Grade 4

LEVEL 1
(BEGINNING)

DESCRIPTION OF LEVEL OF STUDY

This course is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. Often students participate in formulaic dialogues and respond with memorized answers to memorized questions. The emphasis is placed on the development of the skills of listening, speaking, reading, and writing at a basic level and within a given context, extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes exposure to everyday customs and lifestyles of the target cultures. Grammar and vocabulary are selected according to the functions and notions of the language used in the various contexts.
A general introduction to the culture, its products (e.g., art, foods, laws, music, visual and print media), perspectives (e.g., meanings, attitudes, values, beliefs), and practices (e.g., patterns of social interaction) are integrated throughout Level 1. Students should acquire insight into how languages and cultures interrelate by comparing the target language and cultures to their own. Students should be curious about similarities and differences between the home and target culture. Students should provide examples of the relationship between language and culture and identify a few characteristics of the target culture as cultural patterns. Students should develop appropriate verbal behavior for different greeting and leave-taking routines; differentiate between familiar and polite forms of address; recognize some easily interpreted gestures; and gain awareness of the difference in demeanor in formal and informal social settings.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The Standards, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other Standards throughout the school year. Standards provide a general outline of ongoing instruction, not isolated units, activities, or skills. The Competencies serve as a guide indicating how Standards can be fulfilled through a progression of content and concepts. Many of the Competencies are interrelated rather than sequential, which means that Competencies are not intended to be taught in the specific order in which they are presented.
Multiple Competencies can and should be taught at the same time.

Modern Languages COMMUNICATION - LEVEL 1

Communicating in languages other than English is at the core of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. There are three modes of communication: Interpersonal, Interpretive, and Presentational.

- The Interpersonal Mode is direct oral communication between individuals. The Interpersonal Mode incorporates the productive abilities of speaking and writing and the receptive abilities of listening and reading. This mode serves to promote the gaining of knowledge of cultural perspectives that govern interactions between individuals of different ages and backgrounds; furthermore, it recognizes that languages and cultures use different patterns of interaction and communication.
- The Interpretive Mode concentrates on the aspect of communication that focuses primarily on the receptive abilities of oral or written messages. This mode improves ability to analyze and compare content and assess linguistic and cultural differences.
- The Presentational Mode is productive oral or written communication. This mode focuses primarily on the productive abilities of speaking, writing, and presenting. Knowledge of cultural perspective governs interactions either between a speaker or writer and his/her audience.

Standards and Competencies:

1. Interpersonal – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.
    a. Engage in greetings and introductions.
    b. Ask and answer a variety of simple questions.
    c. Communicate basic information about myself and people I know.
    d. Communicate basic information about everyday life.
    e. Exchange information using texts, graphs, or pictures.

2. Presentational Speaking – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
    a. Present information about myself and others.
    b. Express likes, dislikes, and preferences.
    c. Present information about daily activities and familiar items.
    d. Present simple information based upon research.

3. Presentational Writing – Write short messages and notes on familiar topics related to everyday life.
    a. Fill out simple forms with basic information.
    b. Write about myself and others I know.
    c. Write lists of daily activities.
    d. Write about something I researched.

Modern Languages CULTURES

The acquisition of another language focuses on how language and culture interact. This interaction enables the student to reflect on cultural patterns and consequently, gain insight into their own language and culture. Through the study of the target language, students examine the relationship amongst products, practices, and perspectives of the culture studied, thus empowering them to engage in direct interaction with members of other cultures. Culture reflects the philosophical perspectives, the behavioral practices, and the products (both tangible and intangible) of a society.

Culture may be understood to include three aspects of a society:

- Practices are patterns of socially accepted behavior and deal with aspects of culture (e.g., rites of passage, forms of discourse, social "pecking order," and use of space).
- Products are required or justified by the underlying beliefs and values of the culture studied. Products may be tangible (e.g., a painting, a piece of literature, a statue, etc.) or intangible (e.g., an oral tale, a dance, a sacred ritual).
- Perspectives are also justified by the underlying beliefs and values of the culture studied. Perspectives are intangible (e.g., attitudes, values, ideas).

Goal: Interact with cultural competence and understanding.

Standards

1. Relating Cultural Practices to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2. Relating Cultural Products to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Modern Languages CONNECTIONS

Connecting with other disciplines generates learning through additional bodies of knowledge provided by language learning that is not available to monolingual English speakers. Concepts presented in other disciplines are the basis for continued learning in the world language class.
Language used in this manner helps students integrate what they have learned in other content areas with the material they learn in the target language. This holistic system shifts from teacher-directed to student-directed learning since the students use their developing language skills to go beyond the classroom setting and become life-long language learners.

- By working Across Disciplines, students reinforce and further their knowledge of multiple disciplines through the world language.
- Through Added Perspectives, language learners broaden the sources of information available to them.

Goal: Connect with other areas' disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Standards

1. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

2. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Modern Languages COMPARISONS

Comparing different languages and cultures develops a broader worldview.

- Learning the linguistic elements in the new Language impacts the students' abilities to examine their own language and to develop hypotheses about the structure and use of languages.
- As students expand their knowledge of Cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own cultures.

Goal: Develop insight into the nature of language and culture in order to interact with cultural competence.

Standards

1. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
2. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Modern Languages COMMUNITIES

The use of the foreign language in the community and familiarity with the products and practices of the target culture foster cross-cultural understanding and enrich the community.

- Students come to realize the Practical Applications inherent in knowing other languages as a tool for communication.
- Students who study a language can use their skills to further Personal Enrichment by accessing various entertainment and information sources available to speakers of other languages.

Goal: Communicate and interact with cultural competence in order to participate in multilingual communities or at home and around the world.

Standards

1. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

2. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Physical Education and Health Standards– Grade 4

THIRD-FIFTH GRADE

Content Strands

Gross Motor Skills Development (GM)
Fine Motor Skills Development (FM)
Social Skills (S)
Personal Skills (P)
Cognitive Development (C)
Lifelong Learning/Participation (L)
Fitness (F)
Adapted Physical Education (AP)

* See glossary

COMPENTENCIES and Suggested Objectives:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Begin to use locomotor* and nonlocomotor* skills to perform rhythmic activities.	Students will perform a game of Hopscotch. Balance and smooth transition should be identified as necessary skills to be successful.	15
Demonstrate an intermediate form of manipulative skills.	Have students demonstrate mirroring/matching, meeting/parting, leading/following, and moving over/under. (Mirroring – Have students face one another and simultaneously do the same movements (i.e., jumping jacks, hopping on one foot, waving, etc.) as their partner. Matching – Have students repeat a motion after seeing a partner demonstrate a movement (i.e., jumping, jacks, hopping on one foot, waving, etc.).	15
Perform fundamental movement skills* in a variety of settings.	Students should complete a teacher- constructed obstacle course that requires a variety of locomotor movements, nonlocomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc).	2

Apply manipulative* skills to accomplish the objective of the activity.	With a partner, students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands) when receiving a ball.	2, 11

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply manipulative skills* to enhance participation in physical activity settings.	Have students participate and learn rules in lead-up games such as one base baseball, sideline soccer, 2 on 1 hockey, and basketball, Frisbee to demonstrate manipulative skills* (i.e., bouncing, throwing, kicking, rolling, striking, and trapping the ball, puck, or Frisbee).	5, 17
Employ fundamental movement skills* in various settings.	Students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands only) when receiving a ball from a partner.	5

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.	Have students learn and perform simple dances in time with music, such as, polka step (hop-step-together-step), Electric Slide, Cha-Cha Slide.	11
Demonstrate improvement of form, strength, and accuracy in performing	Have students practice overhand/underhand throwing, catching, shooting, dribbling, kicking, and striking	2

manipulative skills*. Demonstrate movement skills with productivity during team activities.	activities at varying distances. Play "Rip Flag" (i.e., Two teams will have different color flags attached at the waist level with Velcro. Each team must attempt to capture the other team's flags using chasing and fleeing skills).	5

COMPETENCY 1 SAMPLE LESSON PLANS.

P-1121 Rainy Day Recess 1: Intermediate Grades P-909 Math Battle Field P-853 Scientific Head Shoulders Knees and Toes 1 P-852 Scientific Head Shoulders Knees and Toes 2	P-973 Classroom Olympics P-859 Jumping to Learn P-891 Multiplicity Volleyball	P-910 Three Facts and a Fib P-900 Jump the Solar System P-847 Virus Attack

2. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, GM, FM)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Adapt body movements according to particular obstacles.	Students should complete a teacher-constructed obstacle course that requires a variety of locomotor movements, non-locomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc).	2
Understand how appropriate practice improves performance.	Have students engage in activities such as horseshoes, basketball, and soccer. Have students identify which skill is being used and why. (For example, when playing horseshoes, the students should use the underhand toss instead of the	5

	overhand throw so the landing of the horseshoe is much softer.)	
Improve performance by participating in new and difficult tasks.	Students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands only) when receiving a ball from a partner.	2, 11

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply specific direction and force to manipulative skills.	Have students demonstrate the proper grip on a tennis racket to perform the forehand groundstroke. Explain how the amount of force applied determines the distance that the ball lands.	5
Incorporate basic offensive and defensive strategies (i.e., one –on-one, arms out for balance on the balance beam, alignment of players in volleyball, etc.) in a variety of settings.	Students will participate in a game of "Capture the Flag". Each team has a designated area called "base". "Base" is where each team's flag is located. Each team also attempts to capture the opponent's flag while protecting their flag. Observe students to determine if they are incorporating learned skills into game settings.	5

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Plan basic offensive and defensive strategies designed for team activities.	Have students create a routine using basketball passing skills (i.e., three- on-three dribble/pass, three-on-two, two-on-one full court drill.	5
Recognize the critical elements that would enhance a peer's performance of a specialized skill (i.e., grip in tennis, dribbling with finger tips in basketball, etc.).	Use task cards or sheets for peers to critique another student's technique of specialized skills (i.e., passing, dribbling, striking, and shooting).	8

COMPETENCY 2. LESSON PLANS

P-1309 Basketball Basics – Dribbling	P-1320 Playground Ball Basics - Passing and Catching	P-1321 Playground Ball - Four Square
P-1310 Basketball Basics – Passing	P-1319 Soccer Basics – Heading	P-1314 Measuring the Basketball Court
P-1311 Basketball Basics - Shooting	P-1315 Football Basics - Passing	P-1122 Rainy Day P.E.: Intermediate Grades
P-1318 Soccer Basics – Dribbling	P-1317 Football Basics - Punting a Football	P-1008 Chinese Jump Rope MCT2 Review
P-1316 Football Basics – Running With the Ball	P-981 String Games	P-978 Fantastic Fun Stunts P-946
P-975 3-Rs	P-971 Historical Who Am I	Space Exercises
P-945 Flying Lid Football	P-940 Snowball Math	P-942 The Tug of the Civil War
P-908 Arm Yourself	P-787 International Hopscotch	

3. Participates regularly in physical activity (GM, L, F, C, L, S, AP).

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in moderate to vigorous* physical activities.	Students will engage in a series of exercises (i.e., running, walking, jumping, hopping, calisthenics*, etc.) to improve aerobic endurance for a specified amount of time. Students should identify changes that occur in the functions of their body.	11
Explain the importance of a physically active lifestyle.	Students will develop an individual plan to exhibit a physically active lifestyle.	8

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate regularly in a variety of physical activities.	Teacher will have students participate in physical activities that will improve the student's cardiovascular health and enhance their skill level.	12
Maintain participation in activities outside of the school setting.	Encourage students to participate in moderate to vigorous physical activities such as intramural sports offered by the school or local community programs. Have students write about physical activity experiences in other settings.	
Identify benefits derived from physical activities.	Students will identify their strengths and weaknesses by participating in fitness tests, such as "Presidential Challenge to Physical Fitness" www.presidentialyouthfitnessprogram. org	

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify opportunities in the school and community for regular participation in physical activity.	Keep a daily log of activities students perform outside the classroom (i.e., church league, boys and girls club, YMCA, city league).	15
Participate in physical activities that will help prevent a sedentary lifestyle.	Encourage students to participate in activities such as walking, bicycling, and fishing. Discuss how these activities help prevent a sedentary lifestyle.	2

COMPETENCY 3. SAMPLE LESSON PLANS

P-951 World Cup Soccer P-860 Membrane Mayhem	P-939 Dictionary Dash P-848 Skeletal Simon Says	P-915 Toxic H2O

4. Achieve and maintain a health-enhancing level of physical fitness (F, L, C)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Maintain aerobic* physical activity (i.e., continuous training, circuit training, etc.) for a specific time frame.	Engage in selected activities that maintain the heart rate within the target heart rate*zone for a specified amount of time. See glossary on how to calculate target heart rate zone. Students should use basic multiplication, addition, and subtraction to calculate heart rate and target heart rate zone.	9
Identify the importance of leading a healthy lifestyle.	Students will bring magazine pictures or drawings showing people with and without characteristics of a healthy lifestyle. Compare/contrast pictures.	11

Associate specific physical activities with the components of health- related fitness (muscular strength*, muscular endurance*, flexibility*, body composition*, and aerobic fitness*).	Students will engage in a series of exercises (i.e., running, walking, jumping, hopping, calisthenics*, etc.) to improve aerobic endurance for a specified amount of time. Students should identify changes that occur in the functions of their body.	11

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in moderate*to vigorous*physical activities (MVPA) on a daily basis.	Have students participate in calisthenics*, lead-up games, or individual skills (i.e., balancing, running, hopping, skipping, throwing, catching, striking, kicking, etc.) to improve performance in activities that require students to use many skills.	5
Understand health related fitness standards (muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*) as defined by fitness testing* and demonstrate physical fitness.	Students will identify their strengths and weaknesses by participating in fitness tests, such as "Fitnessgram" or the Presidential Youth Fitness Program. www.fitnessgram.net www.presidentialyouthfitnessprogram. org	12, 15

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Meet health-related fitness standards (i.e., muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*) as defined by fitness testing.	Administer pre and post fitness tests to measure cardiovascular endurance, muscular strength/endurance, body composition*, and flexibility. Have students write a summary about their perception of the fitness test results.	3
Demonstrate several activities involving each component of health-related fitness (muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*)	Keep a daily log of activities students perform outside the classroom (i.e., church league, boys and girls club, YMCA, city league). `	15

COMPETENCY 4. SAMPLE LESSON PLANS

P-953 Progressive Storytelling	P-937 Geography Walk	P-913 Noun Master
P-911 Number Line Up	P-907 Foul Ball	P-904 Jumping Out of this World
P-897 Buzz Walking	P-896 Minute Marathon	P-849 Skeleton Race
P-801 Camera Walk	P-627 Fitness Testing for the Classroom	P-295 Break it Down
P-260 No Couch Potato		

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, S, L, AP)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safety principles to any type of physical activity.	Have small groups of students create rules and procedures for a throwing and catching activity. Each group will then teach the activity to the class. After understanding the rules and procedures, have students participate in the different activities.	5, 8
Work with others to obtain the common goal of an activity.	Have students work in groups to create and perform a dance routine to music from different cultures based on a story from that country. Have students demonstrate movements (running, jumping, falling, throwing, etc.), to show feelings (happy, sad, etc.) of the characters.	5, 8
Respect the limitations and abilities of themselves and others during physical activity.	Have students create props that explain the setting (country).	

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Work cooperatively and productively with a partner or in a group setting.	Have students work with a partner or group and complete a circuit of exercises that address health-related components of fitness.	
Accept and respond to winning and losing with dignity and understanding.	Have students write three sentences on the feelings they have when winning/losing and three sentences about the positive outcomes gained by participation in the game/sport.	

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate an understanding of various roles within group activities.	Assign students different roles within physical activities (i.e., student leader, umpire, scorekeeper, equipment manager, etc.) Rotate roles throughout the activity. Have students write about the responsibilities and importance of each role.	5, 16
Recognize and follow rules and procedures while maintaining ethical behavior during physical activities.	Have small groups of students create rules and procedures for a throwing and catching activity. Each group will then teach the activity to the class. After understanding the rules and procedures, have students participate in the different activities.	11
Identify areas of concern for safety of self and others in physical activities.	Have students list safety procedures for specific activities according to the level of involvement (i.e., player wearing helmet, player remaining in on-deck circle, spectator remaining aware of surroundings, umpire wearing	16

Work cooperatively with peers who demonstrate variations in skill development.	protective gear, media remaining in designated areas, etc.). Use task cards or sheets for peers to critique another student's technique of specialized skills (i.e., passing, dribbling, striking, and shooting).	8

COMPETENCY 5. SAMPLE LESSON PLANS

P-1313 Measuring the Bounce	P-1312 How Far Will They Roll?	P-1308 History of Soccer Scavenger Hunt
P-1307 History of Football Scavenger Hunt	P-1306 History of Basketball Scavenger Hunt	P-1222 Bicycle Safety Skills - Grade 5
P-1212 Behaviors of Safe Bikers - Grade 4	P-1127 Street Games	P-970 Name Them All
	P-950 Funnel Cloud Fun	P-949 Prey and Predator
P-954 Rope Ball	P-938 Girl Power	P-903 Name Game Show Off
P-948 Roadway Math	P-899 Ships and Sailors	P-858 Knots of Fun
P-902 What is Your Angle?	P-805 Turkey Trot with Thankful Hearts	P-304 Famous American Circuit
P-857 Get Up Glyphs	P-285 Shadow Tag	P-264 Rock, Paper, Scissors, Compute
P-301 Who's the Leader?		

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, C, F, L, P, A)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Assist peers to achieve success in physical activity settings.	Have students teach a skill identified by the teacher to a lower grade level or assist a peer in skill development.	5

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Express enjoyment while participating in physical activity.	Encourage students to participate in moderate to vigorous physical activities such as intramural sports offered by the school or local community programs. Have students write about physical activity experiences in other settings.	12
Recognize personal challenges and experiences in physical activities.	Have students select and practice a skill that he/she needs to improve.	12

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Recognize positive feelings that result from participation in physical activities.	Create drawings, posters, or cartoons for the school/local newspaper that display the benefits of participating in physical activity.	5, 11

COMPETENCY 6. SAMPLE LESSON PLANS

P-1217 Safe Routes to School - Pollution - Grades 4, 5, and 6	P-1214 Safe Routes to School - Cost - Grade 5	P-1213 Bicycle Rodeo - Grades 5 & 6
P-1192 Safe Routes to School - Grades 3-5 - Lesson 1	P-972 BAM! Body and Mind	P-969 Mystery Ball
P-944 Rainforest Expedition	P-943 Synonym Paired Virginia Reel	P-914 What Time is It?
P-905 Spelling Cheer	P-898 Punctuation Power	P-893 Paper Skating
P-892 Silent Spelling Bee	P-856 Sport Alliterations	P-855 Metaphors and Similes in Motion
P-802 Find It and Phrase It	P-794 Chicken Dance Fun	P-793 Recreate Please

P-628 Pop Walk P- 290 Rhyme Mine P-280 Biome Boogie	P-302 Password Pantomime P-289 Lights, Camera, Action	P-292 Question of the Day P-282 Travel the Magnolia State

Contemporary Health - Fourth Grade

Course Description

Contemporary Health (Fourth Grade) focuses on identifying indicators of mental, social, and physical health during childhood. Students should establish the basic health promotion and disease prevention skills and be able to apply them in their individual lives. Students should also be exposed to role-playing in various settings where the teacher reinforces the most accurate ways to resolve each issue. Teachers should reinforce the relationship between physical activity and a healthy lifestyle.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn that:

- knowledge and attitudes about health help me act in healthy ways.
- using a decision-making process enhances health outcomes.
- tracking my progress and using healthy resources will help me achieve my personal health goals.
- I am an advocate for healthy decisions.
- communication skills, including nonviolent strategies and refusal skills are needed to enhance personal health.
- there are many places to obtain health information and resources.

Essential Questions

- What influences my behaviors and decisions?
- What can I do to avoid or reduce health risks?
- How can quality communication skills help me to develop a healthy lifestyle?
- What can I do to prevent and resolve conflict?
- How can good setting enhance and improve my health?
- How do a person's unique talents contribute to a larger community?

Vocabulary

Identify and review the unit vocabulary.

- Advertising: a written or spoken media message designed to interest consumers in purchasing a product or service.
- Awareness: having or showing understanding or knowledge.
- Behavior: the way in which one conducts oneself.
- Communicable disease: a disease that is spread from one living thing to another or through the environment.
- Community: a group of people with a common characteristic or interest living together within a larger society.
- Consumer: one who consumes; especially a person who buys and uses up goods and services.

- Disability: a physical or mental impairment that limits normal activities.
- Disease: an abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive in a plant or animal or ecological community.
- FDA: Federal Drug Administration
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Health: the condition of being sound in body, mind or spirit; especially the freedom from physical disease or pain.
- Hygiene: conditions or practices (as of cleanliness) that are aids to good health.
- Illness: an unhealthy condition of body or mind.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Media: forms or systems of communication designed to reach a large number of people.
- Non-communicable disease: a disease that is not transmitted by another person.
- Nutrition: the processes by which an animal or plant takes in and makes use of food substances.
- Physical Activity: the quality or state of being active, an educational exercise designed to teach by firsthand experience.
- Prescription: a written direction or order for the preparation and use of a medicine.
- Prevention: the act of preventing, causing not to happen.
- Promotion: the act of furthering the growth or development of something.
- Relationship: a bond or connection that you have with other people.
- Risk: to expose to danger.
- Society: part of a community that is a unit distinguishable by particular aims or standards of living or conduct.
- Substance abuse: any unnecessary or improper use of chemical substances for nonmedical purposes.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1		
Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Identify the relationship between health behaviors and individual well-being.	Have students brainstorm healthy and unhealthy behaviors. Prepare the Matching Behaviors and Outcomes Activity provided in Appendix A. Have students work in groups to match the behavior with a possible outcome of the behavior. OR Invite a fitness expert or athlete to speak to the class about the importance of a healthy lifestyle.	Teacher Observation
Distinguish between communicable and non-communicable diseases.	Create a Venn Diagram or Double Bubble Thinking Map identifying communicable and non-communicable diseases and how they are alike. Venn Diagram Double Bubble Thinking Map	Class Participation Rubric
Identify and practice strategies to reduce the spreading of germs.	Using the lesson plan below, students will identify and practice strategies to reduce the spreading of germs. Germ Lesson Plan from KidsHealth	Demonstration Class Participation Rubric – Appendix A
Identify and discuss serving sizes as recommended by the Food and Drug Administration (FDA).	Show students items that can be used to help them estimate appropriate serving sizes. Use this website to explore serving sizes using ordinary objects: Household Items	Teacher Observation

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) NHES 2		
Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Identify advertising techniques used in marketing health related	Have students view televised commercials or printed material on health related products.	How Effective Was The Advertisement - Appendix A

products.	Guide students to evaluate the effectiveness of the advertisement using the evaluation tool provided in Appendix A. Have the students work in groups to create a commercial highlighting a healthy product. Lesson Plan Database from Media Smarts Learn Washing Index – Help Keep Advertising Honest	Group Participation Rubric
Explore differences in cultural diets.	Divide students into groups and have them research common foods from an assigned culture using the links provided below. Have students list the nutritional value of foods in different cultures. (Greek, Hispanic, Asian, Native American, Italian, French, German, etc.) Greek Food Hispanic Food Asian Food Native American Italian Food French Food German Food Groups will share their information through oral reports, power points, or food demonstrations.	Presentation Rubric
Analyze ways health care technology can enhance personal health.	Brainstorm and make a list of types of technological tools such as heart rate monitors and pedometers to enhance personal health. Invite a guest to demonstrate how to find a healthy heart rate. Students will participate in finding their personal heart rate and check to see if their heart rate is in the correct range.	Teacher Observation

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]		
Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Demonstrate the ability to locate resources from home, school and community that provide valid health information.	Discuss the term "valid health information" and where to find the information. Assign students a health related topic. Students will collect valid information on that topic from various sources and design a pamphlet on the topic.	Pamphlet Rubric
Distinguish between fact and opinion in health information.	Use the list Strange and Funny but True Health Facts found in the appendix to introduce the lesson. Using the website listed below explore with students old wives tales concerning health.	Teacher Observation

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]		
Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Identify ways to be sensitive to the feelings of others to include disabled and chronically- ill persons.	Read the book, Be Good to Eddie Lee by Virginia Fleming (Philomel Books – New York – ISBN – 0-399- 21993-5). This book is about a child with Down- syndrome. Brainstorm ways that students can be helpful to those with disabilities. Simulate blindness or deafness by blindfolding students or by using earplugs. Students will write about their experience by answering these questions: How did it feel? What problems did you encounter? What did you learn from the experience? How will the experience affect the way you will treat an individual with a disability?	Teacher Observation Writing Rubric

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) [NHES 5]		
Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Explain how exercise enhances health.	You can choose moderate or vigorous intensity activities, or a mix of both each week. Activities can be considered vigorous, moderate, or light in intensity. This depends on the extent to which they make you breathe harder and your heart beat faster. Have students brainstorm and list different activities and then categorize the activities as to whether they are vigorous, moderate, or light in intensity. View the website for a definition and a list of activities and intensity levels. Moderate to Vigorous Physical Activity Discuss the benefits of physical activity (maintain healthy weight, keeps heart strong, boosts energy, increases self-esteem, and reduces risk of disease). Describe the physiological effects of exercise on the body (perspiration, burning calories, increase heart rate, increase metabolism). Ask the question, "Why are these effects important"?	Teacher Observation

Explain the impact of substance abuse on the individual, family, and community.	Teacher will read "My Big Sister Takes Drugs" by Judith Vigna. Have students discuss how the decision to become involved in substance abuse affects individuals, families, and the community.	Teacher Observation Class Participation Rubric – Appendix A
Identify factors that influence decision- making.	Create a diagram of the factors that influence decision making (media, teachers, parents, siblings, peers, famous people or celebrities, church, law enforcement/government, etc.) Identify which of the influences are positive or negative and why.	Teacher Observation
Apply a decision-making process to address personal health issues and problems.	Discuss common health issues for fourth graders. (Stomachache, head ache, tooth ache, ear ache, fever, food allergies, diabetes, asthma, sport related injuries, etc.) List steps in the decision-making process. Discuss the 6 Steps of Decision Making. • State the situation • List the options • Weigh the outcomes • Consider values • Make a decision and act • Evaluate the decision Have students apply the process to a common health issue that they have identified. Illness and Injuries from KidsHealth	Teacher Observation

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6		
Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Develop a personal health plan and track progress toward achievement.	Have students complete a personal health inventory and evaluate present health habits. Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory. Have students complete a personal health goal chart.	Personal Health Goal Chart – Appendix A

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)NHES 7		
Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Compare various factors	Brainstorm factors (physical, social, and psychological	Teacher Observation

influencing health.	factors) that influence health. (Have students consider these factors: 8-10 hours of sleep, eating a healthy breakfast, eating a variety of foods, being physically active, maintaining a healthy weight, avoiding tobacco, alcohol and other drugs, managing stress, practicing safe behaviors and maintaining healthy relationships, if they do not come up with these on their own.) Create a Venn diagram to compare and contract factors. Venn Diagram	Class Participation Rubric
Illustrate safety and injury prevention techniques.	Divide class into groups. Each group will choose a safety topic (fire, water, sports, bicycle, car seat, and seat belt) The group will create a skit, song, or video to teach the class about the chosen safety topic.	Group Participation Rubric
Distinguish between medicine use and misuse.	Define the term medicine. A medicine is a drug that is used to treat or prevent disease or other conditions. Have students explore the reasons that people take medicine and identify ways that medicines are misused. Use the What Does It Say lesson plan # 923 found on the Health In Action website to teach students about over-the-counter medicines.	Teacher Observation

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) NHES 8		
Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Identify the characteristics of a good friend.	Using the letters of the word FRIEND, have students make an acrostic to identify characteristics of a good friend. Post the projects in the classroom.	Teacher Observation
Demonstrate healthy choices outside the school environment.	Brainstorm healthy choices students make every day and make a list. (wearing bike helmet; playing sports with the correct safety equipment; using safety belts; exercising; avoiding tobacco, drugs, and alcohol; eating healthy foods)	Teacher Observation
Discuss ways that family time promotes healthy lifestyles.	Have students encourage their family to eat together at least twice a week for three months. Discuss the importance of family time. Explain ways students can help prepare for dinner. Teach students how to set the table, pour drinks, create place mats, pick flowers, clean table and dishes after dinner, etc.	Class Participation Rubric Teacher Observation

Grade 6 Standards
Mississippi Global Academy

Math Standards – Grade 6

Grade 6

In Grade 6, instruction should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Each critical area is described below.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for

Grade 6 (continued)

summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Grade 6

Ratios and Proportional Relationships (RP)

Understand ratio concepts and use ratio reasoning to solve problems	
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
6.RP.2	Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[1]
6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System (NS)

Apply and extend previous understandings of multiplication and division to divide fractions by fractions	
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*
Compute fluently with multi-digit numbers and find common factors and multiples	
6.NS.2	***Fluently*** divide multi-digit numbers using the standard algorithm.
6.NS.3	***Fluently*** add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Grade 6

6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*
Apply and extend previous understandings of numbers to the system of rational numbers	
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
6.NS.7	Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right*. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 ℃ >-7 ℃ to express the fact that –3 ℃ is warmer than -7 ℃.* c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Grade 6

6.NS.9	Apply and extend previous understandings of addition and subtraction to add and subtract integers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.* b. Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of integers by describing real-world contexts. c. Understand subtraction of integers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two integers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract integers.

Expressions and Equations (EE)

Apply and extend previous understandings of arithmetic to algebraic expressions	
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*
6.EE.3	Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
Reason about and solve one-variable equations and inequalities	
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

Grade 6

6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables	
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another. • Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. • Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*

Geometry (G)

Solve real-world and mathematical problems involving area, surface area, and volume	
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability (SP)

Develop understanding of statistical variability	
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Grade 6

Summarize and describe distributions	
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
6.SP.5	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

[1] Expectations for unit rates in this grade are limited to non-complex fractions.

Exit Standards for Grade 6

Mississippi Global Academy has chosen these robust, college preparatory standards to ensure that students are ready for college and careers. The following standards ensure that students are gaining a rigorous Math experience to advance to the next grade level. As sixth grade progresses, the Math standards become increasingly more complex. In addition, students are provided with increasingly complex tasks throughout the year. Students advancing through sixth grade are expected to show at least 80% of mastery of each year's grade-specific standards so that they are prepared for success in the next grade.

ELA Standards – Grade 6

Grade 6

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
RL.6.3	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.8	Not applicable to literature.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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Grade 6

Range of Reading and Level of Text Complexity	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Grade 6

Reading Informational Text	
Key Ideas and Details	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Craft and Structure	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 6

The following standards for Grade 6 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.

Grade 6

W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
Research to Build and Present Knowledge	
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9a	Apply grade 6 Reading standards to literary texts (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.9b	Apply grade 6 Reading standards to literary nonfiction and/or informational texts (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Grade 6

Range of Writing	
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Grade 6

The following standards for Grade 6 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Grade 6

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
L.6.2b	Spell correctly.
Knowledge of Language	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*
L.6.3b	Maintain consistency in style and tone.*
Vocabulary Acquisition and Use	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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Grade 6

L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

Science Standards – Grade 6

Exit Standards for Grade 6

Mississippi Global Academy has chosen these robust, college preparatory standards to ensure that students are ready for college and careers. The following standards ensure that students are gaining a rigorous Science experience to advance to the next grade level. As sixth grade progresses, the Science standards become increasingly more complex. In addition, students are provided with increasingly complex texts and labs throughout the year. Students advancing through sixth grade are expected to show at least 80% of mastery of each year's grade-specific standards so that they are prepared for success in the next grade.

GRADES 6-8 OVERVIEW

Critical to middle school students is the foundation needed to be successful in high school science. In Grades 6-8, students use an integrated science curriculum to develop and plan controlled investigations and create more explicit and detailed models and explanations. Students must have opportunities to develop the skills necessary to engage in scientific and technical reasoning that are necessary for success in college, careers, and citizenship.

Because of using an integrated science model, the development of themes for each grade became necessary to assure continuity of thought processes.

- Grade 6 – Structure and Function
- Grade 7 – Systems and Cycles
- Grade 8 – Cause and Effect

In Grade 6, students need more tangible concepts, but by Grade 8, the complexity of the content increases to abstract cause and effect relationships. Explaining patterns and making predictions based on an understanding of cause and effect allows students to conceptualize and describe the relationships among natural phenomena. By building complexity into the standards, student skill sets are further strengthened as they prepare for high school courses.

The core science content utilizes hands-on classroom instruction to reinforce the seven crosscutting concepts (i.e., patterns; cause and effect; scale, portion, and quantity; systems and system models; energy and matter; structure and function; and stability and change).

SEPs are in life science, physical science, and Earth and space science. The SEPs are designed so that students may develop skills and apply knowledge to solve real-life problems. While presented as distinct skill sets, the eight practices intentionally overlap and interconnect as students explore the science concepts. Some examples of specific skills students should develop in Grades 6-8 are listed below.

1. Ask questions to explain how density of matter (observable in various objects) is affected by a change in heat and/or pressure.
2. Develop and use models to show relationships among the increasing complexity of multicellular organisms (cells, tissues, organs, organ systems, organisms) and how they serve the needs of the organism.
3. Conduct simple investigations about the performance of waves to describe their behavior (e.g., refraction, reflection, transmission, and absorption) as they interact with various materials (e.g., lenses, mirrors, and prisms).
4. Analyze and interpret data to explain how the processes of photosynthesis, and cellular respiration (aerobic and anaerobic) work together to meet the needs of plants and animals.
5. Use mathematical computation and diagrams to calculate the sum of forces acting on various objects.
6. Construct an explanation for how climate is determined in an area using global and surface features (e.g. latitude, elevation, shape of the land, distance from water, global winds, and ocean currents).
7. Engage in scientific argument based on current evidence to determine whether climate change happens naturally or is being accelerated through the influence of man.
8. Obtain and evaluate scientific information to explain the relationship between seeing color and the transmission, absorption, or reflection of light waves by various materials.

Curricula and instructions that integrate science and engineering practices should reflect the skills outlined above.

The Engineering Design Process (EDP) is a step-by-step method of devising a system, component, or process to meet desired needs. This is similar to the "scientific method" which is taught to young scientists. However, the EDP is a flexible process. Students can begin at any step, focus on just one step, move back and forth between steps, or repeat the cycle. Engineering standards are represented in some performance objectives with grade-banded, specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.** Professional development and teacher resources will be developed for teachers as EDP is incorporated into Mississippi standards.

The use of science and engineering practices and crosscutting concepts will actively engage students in science, building on their natural curiosity and encouraging further study in science and engineering fields. As science also requires the ability to think and reason, students will therefore also develop the skills necessary to be successful in college, career, and society.

GRADE SIX

Theme: Structure and Function

Grade 6 students need concrete opportunities to engage with natural phenomena. The integration of Earth and space, life, and physical sciences gives students many opportunities to explore the relationship of structure and function in the world around them. By analyzing the macro- and microscopic world, the role of cells in life functions, the interdependence in ecosystems, the diversity of life on Earth, the relationship between force and motion, and the organization and interactions of objects in the universe, Grade 6 students can make claims and provide evidence about structure-function relationships in different scientific domains.

GRADE SIX: Life Science

L.6.1 Hierarchical Organization

Conceptual Understanding: Living things are distinguished from nonliving things by several characteristics. All living things are comprised of one (unicellular) or more (multicellular) cells, which are the smallest units of life. Cells carry out life functions and undergo cell division using specialized structures that allow them to acquire energy and water, grow, reproduce, dispose of waste, and survive. Multicellular organisms are organized in a hierarchy of increasing complexity with related, specialized structures and functions.

L.6.1 **Students will demonstrate an understanding that living things range from simple to complex organisms, are organized hierarchically, and function as whole living systems.**

L.6.1.1 *Use argument supported by evidence in order to distinguish between living and non-living things, including viruses and bacteria.*

L.6.1.2 *Obtain and communicate evidence to support the cell theory.*

L.6.1.3 *Develop and use models to explain how specific cellular components (cell wall, cell membrane, nucleus, chloroplast, vacuole, and mitochondria) function together to support the life of prokaryotic and eukaryotic organisms to include plants, animals, fungi, protists, and bacteria (not to include biochemical function of cells or cell part).*

L.6.1.4 *Compare and contrast different cells in order to classify them as a protist, fungus, plant, or animal.*

L.6.1.5 *Provide evidence that organisms are unicellular or multicellular.*

L.6.1.6 *Develop and use models to show relationships among the increasing complexity of multicellular organisms (cells, tissues, organs, organ systems, organisms) and how they serve the needs of the organism.*

GRADE SIX: Life Science

L.6.3 Ecology and Interdependence

Conceptual Understanding: All organisms depend on biotic and abiotic factors for survival. When any environmental factor changes, a corresponding change in diversity and population of organisms will also occur. The environment and the organism in which it lives are therefore interdependent.

L.6.3 **Students will demonstrate an understanding of the relationships among survival, environmental changes, and diversity as they relate to the interactions of organisms, populations, and the environment.**

L.6.3.1 *Use scientific reasoning to explain differences between biotic and abiotic factors that demonstrate what living organisms need to survive.*

L.6.3.2 *Develop and use models to describe the levels of organization within ecosystems (species, populations, communities, ecosystems, and biomes).*

L.6.3.3 *Analyze cause and effect relationships to explore how changes in the physical environment (limiting factors, natural disasters) can lead to population changes within an ecosystem.*

L.6.3.4 *Investigate organism interactions in a competitive or mutually beneficial relationship (predation, competition, cooperation, or symbiotic relationships).*

L.6.3.5 *Develop and use food chains, webs, and pyramids to analyze how energy is transferred through an ecosystem from producers (autotrophs) to consumers (heterotrophs, including humans) to decomposers.*

GRADE SIX: Life Science

L.6.4 Adaptation and Diversity

Conceptual Understanding: Because living organisms are so diverse, scientists have created a system by which living things are organized into groups according to their characteristics (physical and/or genomic) for identification and research purposes. The kingdoms are very diverse but also have quite a bit in common. Organisms exhibit structural and behavioral characteristics such as adaptations, patterns of growth and development, and life cycles that increase their chances of reproduction and survival in a changing environment.

L.6.4 **Students will demonstrate an understanding of classification tools and models such as dichotomous keys to classify representative organisms based on the characteristics of the kingdoms: Archaebacteria, Eubacteria, Protists, Fungi, Plants, and Animals.**

L.6.4.1 *Compare and contrast modern classification techniques (e.g., analyzing genetic material) to the historical practices used by scientists such as Aristotle and Carolus Linnaeus.*

L.6.4.2 *Use classification methods to explore the diversity of organisms in kingdoms (animals, plants, fungi, protists, bacteria). Support claims that organisms have shared structural and behavioral characteristics.*

L.6.4.3 *Analyze and interpret data from observations to describe how fungi obtain energy and respond to stimuli (e.g., bread mold, rotting plant material).*

L.6.4.4 *Conduct investigations using a microscope or multimedia source to compare the characteristics of protists (euglena, paramecium, amoeba) and the methods they use to obtain energy and move through their environment (e.g., pond water).*

L.6.4.5 *Engage in scientific arguments to support claims that bacteria (Archaebacteria and Eubacteria) and viruses can be both helpful and harmful to other organisms and the environment.*

GRADE SIX: Physical Science

P.6.6 Motions, Forces, and Energy

Conceptual Understanding: Newton's Laws describe forces and motion affecting substances in various environments and situations. Motion is determined by the amount of force applied. Focusing on magnetic, frictional, and gravitational forces will provide an understanding of the relationship between distance and contact forces.

P.6.6 Students will demonstrate an understanding of Newton's laws of motion using real world models and examples.

P.6.6.1 *Use an engineering design process to create or improve safety devices (e.g., seat belts, car seats, helmets) by applying Newton's Laws of motion. Use an engineering design process to define the problem, design, construct, evaluate, and improve the safety device.**

P.6.6.2 *Use mathematical computation and diagrams to calculate the sum of forces acting on various objects.*

P.6.6.3 *Investigate and communicate ways to manipulate applied/frictional forces to improve movement of objects on various surfaces (e.g., athletic shoes, wheels on cars).*

P.6.6.4 *Compare and contrast magnetic, electric, frictional, and gravitational forces.*

P.6.6.5 *Conduct investigations to predict and explain the motion of an object according to its position, direction, speed, and acceleration.*

P.6.6.6 *Investigate forces (gravity, friction, drag, lift, thrust) acting on objects (e.g., airplane, bicycle helmets). Use data to explain the differences between the forces in various environments.*

P.6.6.7 *Determine the relationships between the concepts of potential, kinetic, and thermal energy.*

GRADE SIX: Earth and Space Science

E.6.8 Earth and the Universe

Conceptual Understanding: The hierarchical organization of the universe is the result of complex structure and function. Current theories suggest that time began with a period of extremely rapid expansion. Presently, Earth's solar system consists of the Sun and other objects that are held in orbit by the Sun's gravitational force. The interactions of the Earth, the Moon, and the Sun have effects that can be observed on Earth. Various technologies have aided in our understanding of Earth's place in the universe.

E.6.8 Students will demonstrate an understanding of Earth's place in the universe and the interactions of the solar system (sun, planets, their moons, comets, and asteroids) using evidence from multiple scientific resources to explain how these objects are held in orbit around the Sun because of its gravitational pull.

E.6.8.1 *Obtain, evaluate, and summarize past and present theories and evidence to explain the formation and composition of the universe.*

E.6.8.2 *Use graphical displays or models to explain the hierarchical structure (stars, galaxies, galactic clusters) of the universe.*

E.6.8.3 *Evaluate modern techniques used to explore our solar system's position in the universe.*

E.6.8.4 *Obtain and evaluate information to model and compare the characteristics and movements of objects in the solar system (including planets, moons, asteroids, comets, and meteors).*

E.6.8.5 *Construct explanations for how gravity affects the motion of objects in the solar system and tides on Earth.*

E.6.8.6 *Design models representing motions within the Sun-Earth-Moon system to explain phenomena observed from the Earth's surface (positions of celestial bodies, day and year, moon phases, solar and lunar eclipses, and tides).*

E.6.8.7 *Analyze and interpret data from the surface features of the Sun (e.g., photosphere, corona, sunspots, prominences, and solar flares) to predict how these features may affect Earth.*

Social Studies Standards – Grade 6

Exit Standards for Grade 6

Mississippi Global Academy has chosen these robust, college preparatory standards to ensure that students are ready for college and careers. The following standards ensure that students are gaining a rigorous Social Studies experience to advance to the next grade level. As sixth grade progresses, the Social Studies standards become increasingly more complex. In addition, students are provided with increasingly complex texts throughout the year. Students advancing through sixth grade are expected to show at least 80% of mastery of each year's grade-specific standards so that they are prepared for success in the next grade

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Grade 6

World Geography and Civics

*The examples listed within the document are not an exhaustive list.

Grade 6 World Geography and Civics This course contains all Social Studies Strands including Civics, Economics, Civil Rights, Geography, and History	
Standard	**Objectives**
6.1 Describe the world using the tools of geography including maps, globes, and technological representations.	1. Demonstrate the use of map essentials (e.g., directions, latitude and longitude, globes, maps, etc.). 2. Interpret global connections by using maps to form a geographic spatial perspective. 3. Explain how experiences and cultures influence perceptions and help people create mental maps.
6.2 Identify geographic patterns in the environment that result from the processes of Earth's physical systems.	1. Define atmosphere, biosphere, lithosphere, and hydrosphere. 2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth. 3. Explain the major processes and natural phenomena that shape the physical environment and how humans adapt to them. 4. Investigate ways humans change their environments.

Standard	Objectives
6. 3 Analyze how regions are used to describe the organization of the Earth's surface.	1. Define formal, functional, and perceptual regions. 2. Identify physical and human features used as the criteria for establishing each type of region. 3. Identify the formal world regions. 4. Differentiate the formal regions by their main characteristics.

Standard	Objectives
6. 4 Analyze the concept, usage, and value of natural resources.	1. Characterize and differentiate renewable and non-renewable resources. 2. Identify important resources in the contemporary world and their usage. 3. Construct maps showing major deposits of important resources (e.g., continents, oceans, major landforms, trade routes on maps, etc.). 4. Analyze the impact of globalization on modern economic interactions.
6.5 Evaluate how places gain meaning.	1. Describe the distinguishing physical and human characteristics of the United States and other countries. 2. Investigate how people bring meaning to places when they live in a location. 3. Describe how places impact personal, community, national identities, and culture. 4. Explain how place-based identities can create stereotypes.

Standard	Objectives
6.6 Describe the characteristics and causes of human population changes and migration.	1. Identify the spatial patterns of population distribution and density. 2. Explain how physical and human factors impact the population of a place. 3. Identify major migration patterns in the United States and the world. 4. Examine the push/pull factors that drive the major migration patterns of the United States and the world.
6.7 Describe the patterns of human settlements and the factors that contribute to their formation.	1. Classify spatial patterns of settlement, including types, sizes, and models. 2. Explain why some locations are more conducive for settlement than others. 3. Describe the relationship between settlement patterns and the location of resources.

Standard	Objectives
6.8 Examine how humans and the physical environment are impacted by the extraction of resources and by natural hazards.	1. Identify and describe ways in which humans modify the physical environment. 2. Explain how people use technology to access resources. 3. Assess the opportunities and constraints for human activities created by the physical environment. 4. Locate environmental hazards and the proximity of human populations. 5. Describe how people respond to natural hazards.

Standard	Objectives
6.9 Analyze how sovereign nation-states interact with one another.	1. Define state, country, and nation-state. 2. List and explain the features of a sovereign state (nation-state) as a territory with a population that has a defined border, a government to make and enforce laws, and the sovereignty to interact with other nations. 3. Locate and describe different types of territorial divisions. 4. Identify political boundaries that are based on physical and human factors. 5. Assess ways the use of land and resources has led to conflict, cooperation, and compromise among nation-states. 6. Cite evidence of conflict, cooperation, and compromise among nation-states including treaties and wars.

Standard	Objectives
6.10 Examine the ways governments are organized.	1. Identify and give examples of governments with rule by one, few, or many. 2. Compare the ways other sovereign nation-states (e.g., China, Germany, India, North Korea, Russia, etc.) organize government and how they function. 3. Connect the origins of democracy to Athens (present-day Greece) and the republic to the Roman Republic.
6.11 Describe the difference between limited and unlimited government.	1. Describe examples of limited and unlimited government. 2. Explain the rule of law and that government powers are defined by laws that limit its actions (United States Constitution , Bill of Rights, Civil Rights, Americans with Disabilities Act, etc.). 3. Explain reasons for limiting the power of governments. 4. Examine governments of nations that abuse the citizens by oppressing religious, ethnic, or political groups.
6.12 Analyze the rights and responsibilities of American citizenship.	1. Define U.S. citizenship. 2. Examine the naturalization process (e.g., the citizenship exam, etc.). 3. Describe being an informed citizen. 4. Explain the rights and responsibilities of citizenship. 5. Plan ways a citizen can participate at the local, state, and national level.

Standard	Objectives
6.13 Examine the challenges of civic engagement in the contemporary world.	1. Define civic. 2. Categorize the positive and negative impacts of new media resources when obtaining reliable information for informed decision making. 3. Assess how growing concerns about security have impacted civil liberty protection.
6.14 Describe how civil rights and citizenship roles vary based on the culture and government of various nation-states.	1. Define civil and citizenship. 2. Formulate an understanding of citizenship roles in sovereign nation-states within cultural regions of the world. 3. Compare and contrast human rights and liberties of other sovereign nation-states to those in American founding documents. 4. Compare and contrast the Declaration of Independence, the Constitution, and the Amendments with the United Nations' Universal Declaration of Human Rights.

Standard	Objectives
6.15 Explain the geographic patterns of economic interactions.	1. Define and give examples of primary, secondary, and tertiary economic activities in the United States and other countries. 2. Define the factors of production. 3. Illustrate traditional, command and market economic systems. 4. Chart the characteristics of communism, socialism, and free enterprise by how they answer the three basic economic questions. 5. Applying the concept of the basic economic questions contrast modern economic interactions with those from the past. 6. Analyze the impact of globalization on modern economic interactions by investigating the origins of things such as personal belongings or various foods. 7. Compare and contrast economic and social metrics of various countries (e.g., GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, Literacy Rates, Human Freedom Index, etc.).

Standard	Objectives
6.16 Formulate an understanding of the cultural regions of the world: • Western Europe • Eastern Europe • North America • Latin America • South Asia • East Asia • Middle East • North Africa • Sub-Saharan Africa	1. Explain the characteristics and development of culture. 2. Describe the major aspects of culture (e.g., religion, beliefs, languages, practices, art, architecture, behaviors, etc.). 3. Explain the significance of religious holidays and observances. 4. Explain how culture changes as it is passed from one generation to the next. 5. Investigate patterns of cultural diffusion.

Standard	Objectives
• Oceania	6. Investigate how food relates to geography and cultural diffusion. 7. Identify then contrast the major culture regions around the world to cultures within United States.

Spanish Standards – Grade 6

LEVEL 1
(BEGINNING)

DESCRIPTION OF LEVEL OF STUDY

This course is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. Often students participate in formulaic dialogues and respond with memorized answers to memorized questions. The emphasis is placed on the development of the skills of listening, speaking, reading, and writing at a basic level and within a given context, extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes exposure to everyday customs and lifestyles of the target cultures. Grammar and vocabulary are selected according to the functions and notions of the language used in the various contexts.
A general introduction to the culture, its products (e.g., art, foods, laws, music, visual and print media), perspectives (e.g., meanings, attitudes, values, beliefs), and practices (e.g., patterns of social interaction) are integrated throughout Level 1. Students should acquire insight into how languages and cultures interrelate by comparing the target language and cultures to their own. Students should be curious about similarities and differences between the home and target culture. Students should provide examples of the relationship between language and culture and identify a few characteristics of the target culture as cultural patterns. Students should develop appropriate verbal behavior for different greeting and leave-taking routines; differentiate between familiar and polite forms of address; recognize some easily interpreted gestures; and gain awareness of the difference in demeanor in formal and informal social settings.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The Standards, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other Standards throughout the school year. Standards provide a general outline of ongoing instruction, not isolated units, activities, or skills. The Competencies serve as a guide indicating how Standards can be fulfilled through a progression of content and concepts. Many of the Competencies are interrelated rather than sequential, which means that Competencies are not intended to be taught in the specific order in which they are presented. Multiple Competencies can and should be taught at the same time.

LEVEL 2
(DEVELOPING)

DESCRIPTION OF LEVEL OF STUDY

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students should participate in simple, real-life conversational situations that incorporate learned elements of the language and culture. Students should compose sentences, which describe, compare, and summarize familiar topics from the target culture. Students should develop a better understanding of the similarities and differences between cultures and languages and examine the influence of the beliefs and values of the target culture(s).

Level 2 is characterized by language behavior that moves from imitative to reflective (i.e., a more thoughtful rather than automatic response to a situation or question). Students should begin to respond in more complete and purposeful ways to meet their practical needs.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The Standards, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other Standards throughout the school year. Standards provide a general outline of ongoing instruction, not isolated units, activities, or skills. The Competencies serve as a guide indicating how Standards can be fulfilled through a progression of content and concepts. Many of the Competencies are interrelated rather than sequential, which means that Competencies are not intended to be taught in the specific order in which they are presented. Multiple Competencies can and should be taught at the same time.

Modern Languages COMMUNICATION - LEVEL 2

Communicating in languages other than English is at the core of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. There are three modes of communication: Interpersonal, Interpretive, and Presentational.

- **The Interpersonal Mode** is direct oral communication between individuals. The Interpersonal Mode incorporates the productive abilities of speaking and writing and the receptive abilities of listening and reading. This mode serves to promote the gaining of knowledge of cultural perspectives that govern interactions between individuals of different ages and backgrounds; furthermore, it recognizes that languages and cultures use different patterns of interaction and communication.
- **The Interpretive Mode** concentrates on the aspect of communication that focuses primarily on the receptive abilities of oral or written messages. This mode improves ability to analyze and compare content and assess linguistic and cultural differences.
- **The Presentational Mode** is productive oral or written communication. This mode focuses primarily on the productive abilities of speaking, writing, and presenting. Knowledge of cultural perspective governs interactions either between a speaker or writer and his/her audience.

Standards and Competencies:

1. **Interpersonal – Participate in conversations on a number of familiar topics using sentences and series of sentences. Handle short social situations in everyday situations by asking and answering a variety of questions.**
    a. Start and end conversations about familiar topics.
    b. Use the language to meet basic needs in familiar situations.
    c. Ask and answer questions, which demonstrate the ability to create rather than memorize. Request clarification, if needed.
    d. Exchange information about daily activities, interests, and hobbies in multiple time frames.

2. **Presentational Speaking – Present information on a variety of familiar topics using a series of sentences with enough accuracy to be understood by sympathetic listeners.**
    a. Talk about people, activities, events, and experiences in multiple time frames.
    b. Describe upcoming plans.
    c. Present songs, short skits, or dramatic scenes.
    d. Explain rules and give multi-step instructions.

3. **Presentational Writing – Write briefly about most familiar topics and present information using connected sentences in various time frames.**
    a. Write about people, activities, events, and experiences in various time frames.
    b. Write questions to obtain information, such as a questionnaire or survey.
    c. Write instructions about how to do or make something; give travel directions.
    d. Write about researched topics and topics of interest in multiple time frames.

4. **Interpretive Listening – Understand the main idea and some supporting details in messages or presentations on topics related to everyday life and areas of interest.**

    a. Understand spoken questions or statements on everyday topics within a conversation.
    b. Understand the basic purpose of a message.
    c. Understand messages and announcements related to basic needs.
    d. Understand the main topic of some overheard conversations.

5. **Interpretive Reading – Understand the main idea of texts related to everyday life and personal interests or studies.**
    a. Understand printed captions, website descriptions, and ads with the help of pictures or graphs.
    b. Understand messages related to topics of personal interest.
    c. Identify simple information needed to complete forms.
    d. Identify some information from news media.

Modern Languages CULTURES

The acquisition of another language focuses on how language and culture interact. This interaction enables the student to reflect on cultural patterns and consequently, gain insight into their own language and culture. Through the study of the target language, students examine the relationship amongst products, practices, and perspectives of the culture studied, thus empowering them to engage in direct interaction with members of other cultures. Culture reflects the philosophical perspectives, the behavioral practices, and the products (both tangible and intangible) of a society.

Culture may be understood to include three aspects of a society:

- **Practices** are patterns of socially accepted behavior and deal with aspects of culture (e.g., rites of passage, forms of discourse, social "pecking order," and use of space).
- **Products** are required or justified by the underlying beliefs and values of the culture studied. Products may be tangible (e.g., a painting, a piece of literature, a statue, etc.) or intangible (e.g., an oral tale, a dance, a sacred ritual).
- **Perspectives** are also justified by the underlying beliefs and values of the culture studied. Perspectives are intangible (e.g., attitudes, values, ideas).

Goal: Interact with cultural competence and understanding.

Standards

1. **Relating Cultural Practices to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**

2. **Relating Cultural Products to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**

Modern Languages CONNECTIONS

Connecting with other disciplines generates learning through additional bodies of knowledge provided by language learning that is not available to monolingual English speakers. Concepts presented in other disciplines are the basis for continued learning in the world language class. Language used in this manner helps students integrate what they have learned in other content areas with the material they learn in the target language. This holistic system shifts from teacher-directed to student-directed learning since the students use their developing language skills to go beyond the classroom setting and become life-long language learners.

- By working **Across Disciplines**, students reinforce and further their knowledge of multiple disciplines through the world language.
- Through **Added Perspectives**, language learners broaden the sources of information available to them.

Goal: Connect with other areas' disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Standards

1. **Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

2. **Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.**

Modern Languages COMPARISONS

Comparing different languages and cultures develops a broader worldview.

- Learning the linguistic elements in the new **Language** impacts the students' abilities to examine their own language and to develop hypotheses about the structure and use of languages.
- As students expand their knowledge of **Cultures** through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own cultures.

Goal: Develop insight into the nature of language and culture in order to interact with cultural competence.

Standards

1. **Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.**
2. **Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.**

Modern Languages COMMUNITIES

The use of the foreign language in the community and familiarity with the products and practices of the target culture foster cross-cultural understanding and enrich the community.

- Students come to realize the **Practical Applications** inherent in knowing other languages as a tool for communication.
- Students who study a language can use their skills to further **Personal Enrichment** by accessing various entertainment and information sources available to speakers of other languages.

Goal: Communicate and interact with cultural competence in order to participate in multilingual communities or at home and around the world.

Standards

1. **School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.**

2. **Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.**

Health and Physical Education Standards – Grade 6

Contemporary Health - Sixth Grade

Course Description

Contemporary Health (Six Grade) allows students an opportunity to maintain and apply the health skills they have learned in kindergarten through fifth grade. The students should gain an understanding of how the environment and personal health are interrelated. Teachers should also emphasize how health care can prevent premature death and disability; while reinforcing the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. Students should gain an understanding of how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health related issues.

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- know the difference between health and wellness.
- know the three parts of health.
- know the difference between stress and conflict.
- name two activities that would call you to be an advocate.
- be able to demonstrate the refusal skills (S.T.O.P.)
- give examples of self-management skills.
- know the role that environment plays in your total health.
- be able to access reliable information to evaluate an advertised product.
- be able to describe how risk and risk behaviors can affect your health.
- know how the media could influence your decisions.
- name two factors that are part of the physical environment.
- know two main types of influences on health choices.
- name two behaviors that can reduce health risk.
- list three behaviors that can have negative health consequences.

Essential Questions

- What is the difference between health and wellness?
- What does reliable mean?
- What is the difference between stress and conflict?
- What are refusal skills?
- What are the two types of influences that can affect decisions?
- How can you be sure that a product is safe to use?
- What are two factors of your physical environment?
- What makes up a person's social environment?
- What are two main types of influences on healthy choices?
- What are two behaviors that can reduce health risk?
- What are risk behaviors?

- What are consequences?
- What are two main ways to avoid or reduce risk?
- How can avoiding risk behaviors benefit your physical health?
- What choices can you make that will help keep you healthy?
- What is interpersonal communication?

Vocabulary

Identify and review the unit vocabulary.

- Advocacy: taking action in support of a cause.
- Conflict: a disagreement between people with opposing viewpoints, interests, or needs.
- Conflict resolution skills: the ability to end a disagreement or keep it from becoming a larger conflict.
- Consequences: the results of action.
- Health: a combination of physical, mental/emotional, and social well-being.
- Hygiene: cleanliness.
- Immunizations: treatment to produce immunity to a disease (vaccine).
- Interpersonal Communication: the sharing of thoughts and feelings with other people.
- Mediation: resolving conflicts by using another person or persons.
- Natural Resources: something found in nature that is valuable to humans.
- Negative Stress: stress that prevents you from doing what you need to do, or stress that causes you discomfort.
- Negotiation: the process of talking directly to the other person to resolve a conflict to help reach a solution that is acceptable to both sides.
- Pollution: dirty or harmful substances in the environment.
- Positive Stress: stress that can help you reach your goals.
- Refusal Skills: ways to say no effectively. These are great tools to use when you need to avoid behavior that is unhealthy, unsafe, or goes against your value and beliefs.
- Reliable: trustworthy and dependable.
- Risk Behaviors: actions or choices that may harm you or others.
- Self-Concept: the way you view yourself overall.
- Stress: the body's response to real or imagined dangers and other life events.
- Stress Management: identifying sources of stress and learning how to handle them in ways that promote good mental/emotional health.
- Technology: the use of science in solving problems; a technical method of doing something.
- Violence: an act of physical force resulting in injury or abuse.
- Wellness: a state of well – being or balanced health over a long period of time.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Analyze how health education and promotion benefits individuals (i.e., reduces number of doctor visits, premature deaths, and chronic diseases).	Invite a health care professional to address the benefits of being proactive as it relates to life-long health. How to Adopt a Healthy Lifestyle How to Get Healthy	Teacher Observation Guest Speaker Rubric
Explore ways health promotion reduces healthcare costs.	Have students explore health care costs and how proactive behaviors reduce costs. Ask students to name and describe two hidden costs that tobacco use has on society. Have students research legal bans on tobacco advertising and discuss their findings. Prevention and Wellness Resource - (Scroll down to Health Information)	Teacher Observation Class Participation Rubric – Appendix A
Discuss how body hygiene, posture and one's self-image affect overall health.	Discuss the importance of a first impression and how a person's disposition affects that impression. Have students role play introductions. (Use How to Teach Kids to Introduce Themselves to Others in Appendix A) Information for Kids about Manners and Games to Teach Kids Good Manners can be found at: Good Manners	Teacher Observation Role Play Rubric

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) [NHES 2]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Describe the benefits and threats of technological advances to healthy living.	Conduct a class discussion on technology and health to include the benefits and threats of these technologies. (Computers, cell phones used in and out of automobiles, remote controls, medical equipment, etc.)	Teacher Observation Art/Poster Rubric – Appendix A

	Discuss Senate Bill 2472 (Nathan's Law) that has to do with using a cellular phone while driving. (Senate Bill 2472 in Appendix D) Have students work in groups to select a particular technology and design a poster showing its benefit and/or threat to health.	
Relate how information presented in the media affects the attitude of our population toward health related issues.	Discuss what television, radio, internet, movies, magazines, newspapers, books, billboards, etc. all have in common. Have students watch a commercial, read a printed advertisement, listen to a radio announcement, or look at a billboard about a health related product. Ask the question, "Does this media influence you to make a healthy choice?" Why or Why Not? Have students write their thoughts in their journal. Media Smarts Lesson Plans	Teacher Observation Student Journal

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Research current health promoting products and services.	Encourage students to participate in local health fair (if available in your area) and to get regular eye, dental, and hearing screenings. Contact your school nurse for information about these health screenings. Show students an immunization record and hand out a list of immunizations that are required upon entering school. (Vaccine Administration Record – Appendix A) Discuss where to go to get immunizations.	Teacher Observation

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate strategies to manage conflict in healthy ways.	Discuss conflict resolution strategies (negotiation and mediation). As a class, brainstorm all the aspects of violence prevention and the health benefits of avoiding violence. Have students create a public service announcement to encourage people to prevent violence. The announcement can be written as a radio, television, or newspaper advertisement. Emphasize the importance of preventing violence in our society.	Class Participation Rubric – Appendix A Public Service Announcement – Appendix A

	Resolving Conflict Lesson Plan	
Examine how to handle difficult interpersonal situations through effective communication. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Discuss how to handle difficult situations by using Refusal Skills - Saying No effectively. STOP – Say no; Tell why not; Offer other ideas, Promptly leave. Refusal Skills *Teen Health,* Glencoe (McGraw Hill) Course 2, Bronson, Cleary, Hubbard	Teacher Observation

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Understand positive and negative reinforcement and how they relate to decision- making.	Use resources such as student handbook and Mississippi Law to identify consequences associated with making poor decisions. Discuss rewards associated with making the right decisions. Have students create a list of decisions they have made and determine if it was a good decision based on the reward or consequence they received.	Student Journal Student Journal

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify forms of exercise that help us to be healthier.	Brainstorm words that are associated with exercise. Write these words on the board and sort them into categories to include: • team exercise • individual exercise • exercise that costs money • exercise that is free • exercise that I can do all my life Each student will create an exercise schedule to keep for five days. They will keep track of their exercise using the form provided in Appendix A. Remind students that to be physically fit, they need to exercise four or five times per week for 30-45 minutes.	Written Assessment Rubric – Appendix A
Define the responsibility a community has to help its members maintain good health.	Have students inventory their community to find ways that it helps its members maintain good health. (fitness opportunities, availability of fresh fruits and vegetables, quality air, sidewalks and walking paths)	Teacher Observation

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)[NHES 7]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate ways to practice helpful behaviors and build health skills.	Define health skills (life skills). These are specific tools and strategies that help a person maintain, protect, and improve all aspects of health. Ask the question: Why is it important to build health skills and practice helpful behaviors? Have students list their family's current healthy behaviors, and design a mobile to illustrate family healthy behaviors and skills.	Art/Poster Rubric – Appendix A
Explain and give examples of the use, misuse and abuse of substances.	Use RAT lesson plans found in Health In Action - # 1247-1265 to teach about the use, misuse and abuse of tobacco. All resources for teaching the lessons are provided with the plans. or Use Lesson Plan #1166 in Health In Action website entitled Alcohol: Think - Don't Drink to teach the dangers for drinking alcohol.	Written Test

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Describe various communication methods that accurately express health opinions and issues.	Invite a community health advocate to speak to students about how they support advocacy in the community. (Newspaper health reporter, television personalities who deal with health issues on TV, American Lung Association, Diabetes Association, etc.)	Guest Speaker Rubric – Appendix A
Investigate ways that Indoor Air Quality Can be improved in the classroom.	Have students work in groups to complete Sections 1-7 for the Indoor Air Quality (IAQ) Classroom Checklist – Appendix A. After completing the checklist, students will discuss the areas that need to be improved and create a "needs improvement" checklist for school officials.	Group Participation Rubric – Appendix A
Employ the ability to encourage and support others in making healthy choices.	Place students in small groups and have them write healthy tips to be read in the morning announcements. (May use Monthly Themes from Health in Action)	Teacher Observation Group Participation Rubric – Appendix A
Identify ways natural resources can impact human health.	Define natural resources and identify ways our natural resources become polluted.	Written Assignment Rubric – Appendix A

	Use the website below and discuss ways to reuse, reduce, and recycle waste. EPA Lesson Plans Have students create a list of laws (that effect the environment) that commercial and residential properties must/should follow. EPA Resource Articles	

Supplementary Lesson Plans

These lessons plans for teaching Sixth, Seventh, and Eight Grade Health can be found at https://lessonplans.movetolearnms.org/Search.aspx.

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Don't Be Sick	H1	H-PH		Doctor, Doctor	H1	H-C
Body Spell	H1	H-C		Alcohol: Think, Don't Drink	H1	H-DA
Backwards, Forwards	H1	H-H		Generation Free (FREE) Grades 7-8 - Lesson 1	H1	H-PH
Hanky Panky Against Alcohol Abuse	H1	H-PH		Generation Free (FREE) Grades 7-8 - Lesson 2	H1	H-PH
Where's The CD?	H1	H-D		Generation Free (FREE) Grades 7-8 – Lesson 4	H1	H-PH
Go Healthy Fooding	H1	H-N		Generation Free (FREE) Grades 7-8 – Lesson 8	H1	H-PH
What Am I?	H1	H-PH		Generation Free (FREE) Grades 7-8 – Lesson 9	H1	H-PH
Sit On Me Positively	H2	H-C		Ups and Downs	H2	H-C
Headless Relay	H2	H-H		Straight Up Stretch	H2	H-H
Media Tag	H2	H-C		Reverse Quick Stretch	H2	H-H
How Big Is It?	H2	H-H		Hold the Squat	H2	H-H
Blind Ball	H2	H-PH		Flexing on the Go	H2	H-CH
Quick Claim	H2	H-PH				
The Digestive Train	H3	H-PH		Food Exchange	H3	H-N
Plate-in-the-Box	H3	H-PH		Walking the Egg	H3	H-F
Flying Saucers	H3	H-N		Spinning a Food Web	H3	H-CH
Sugar Away	H3	H-N		Quick Draw Healthy Food	H3	H-N
Healthy Food Catch	H3	H-N		Generation Free (FREE) Grades 7-8 - Lesson 3	H3	H-PH
Move to Refuse	H4	H-DA		Magazine Ball	H4	H-PH
Sticky Legs	H4	H-F		Hula Roll	H4	H-PH
Balloon Ball	H4	H-C		Circle fusion	H4	H-C
Actionology	H4	H-H		Blind fusion	H4	H-C

SIXTH-EIGHTH GRADE

Physical education for **sixth-eighth grade** students should provide experiences for social interaction while following rules, regulations, and safety procedures. It should provide a positive setting for students to compete, gain respect for others, and to build self-confidence. Students will be challenged by high levels of competition and by learning new and/or different activities. Most skills should be practiced as a whole so that rhythm is maintained.

Fitness is a major component of the **sixth-eighth grade** framework. Students should participate in numerous fitness activities for varying lengths of time. Participation in these activities should enable students to develop diversity.

The teacher should reinforce consistency in performing complex skills in complex environments. Students should be aware that individuals learn skills at different rates and mastery is not solely based on the amount of time spent performing the skill. Teachers should also reinforce short-term goals, independence and healthy lifestyles so students can easily identify personal successes.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. ***The competencies are required to be taught.*** Competencies are not ranked in order of importance; rather, the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail and show the progression of concepts throughout the grades. School districts may adopt the objectives and modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

SIXTH-EIGHTH GRADE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.	Teach rhythmic activities using a variety of sports equipment (i.e., dribbling to music, using stretch bands, performing rhythmic parachute activities).	**8**
Demonstrate improvement of form, strength, and accuracy in performing manipulative skills*.	Play dribble tag. Have two to four students dribble a ball while chasing other students. The students who are being chased should be required to use a variety of locomotor* skills, such as running, hopping, skipping and to change them on command. Have students assume various roles during activity.	**5, 8**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate competency with increasing proficiency in movement skills while participating in team and individual sports.	The opponent will return the serve in tennis using the forehand or backhand stroke. Have students field the ball (i.e., softball or baseball) using the correct technique.	**2, 13**
Perform continuous (possibly using rhythmic activities) and discrete skills (i.e. discrete skills have a defined beginning and end and continuous skills are ongoing).	Encourage students to exhibit positive peer interaction while participating in various activities that include non-traditional sports (e.g., Field hockey, fencing, archery).	**5**
Develop offensive and defensive strategies in individual and team sports.	Use bouncing a ball to music, jumping rope to music, and/or tinikling (National dance for the Philippines that combines physical education and music).	**8**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate increased proficiency in movement skills while participating in team and individual sports.	Have students demonstrate various physical activities that include locomotor* and non-locomotor* movements.	**2, 13,**
Perform continuous and discrete skills (i.e., discrete skills have a defined beginning and end and continuous skills are ongoing).	Have students practice discrete skills (i.e., forearm volleyball pass, bowling) and continuous skills (i.e., juggling, dribbling a basketball).	**5**
Execute offensive and defensive strategies in individual and team sports.	Have students participate in scrimmage game (i.e., badminton or soccer) to apply learned skills.	**5**

COMPETENCY 1. SAMPLE LESSON PLANS

P-1134 Sport Stacking: Day 1	**P-368 Geography Golf: Day 5**	**P-1098 Lead-Up Soccer 1**
P-1146 Sport Stacking: Day 2	**P-1105 Stack It Up!**	**P-1099 Lead-Up Soccer 2**
P-1147 Sport Stacking: Day 3	**P-1104 Volley Up!**	**P-1100 Lead-Up Soccer 3**
P-1148 Sport Stacking: Day 4	**P-1103 Lead-Up Volleyball]**	**P-1102 Lead-Up Soccer 4**
P-1149 Sport Stacking: Day 5	**P-1076 Pushup/Chair Dip Challenge**	**P-1101 Lead-Up Soccer 5**
P-1087 Quick Muscle Pump 1	**P-1077 Ball Activity Warm-Up Day 1**	**P-1089 Squat it Out! 1**
P-1082 Jump Start the Class 1	**P-1078 Ball Activity Warm-Up Day 2**	**P-1066 Grab that Flag: Team Play**
P-1083 Jump Start the Class 2	**P-1079 Ball Activity Warm-Up Day 3**	**P-941 Deck Tennis: Serve It Up!**
P-1084 Jump Start the Class 3	**P-1080 Ball Activity Warm-Up Day 4**	**P-813 Lane Soccer**
P-1086 Jump Start the Class 4	**P-1081 Ball Activity Warm-Up Day 5**	**P-774 Two-on-One Soccer**
P-343 Geography Golf: Day 1	**P-1106 BB/FT Ball**	**P-611 Moving with Adverbs**
P-356 Geography Golf: Day 2		**P-550 Reading Trivia Tag**
P-357 Geography Golf :Day 3		**P-1108 Pickleball**
P-367 Geography Golf: Day 4		**P-1107Speed Ball**

2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, F, L, GM)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessment
Analyze the critical elements that would enhance a peer's performance in a specialized skill.	Have students create a checklist according to activity to determine if a peer is using appropriate techniques to enhance performance.	**8**
Comprehend the importance of warm-up* and cool down* techniques during physical activity.	Teach proper warm-up*/cool down* techniques to prevent injury. Have students warm-up and cool-down before and after all activities (i.e., hold stretching and walking to reduce heart rate after running).	**8**
Create and modify activities that provide practice of selected skills to help improve physical performance, begin offensive and defensive strategies	Explain/demonstrate proper technique for specific activities. Watch teacher-made video on correct/ incorrect form of specialized skill (i.e., throwing, catching, shooting, movement skills, etc.) and critique performance of that skill.	**2, 5**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Create and modify activities that provide practice of selected skills to help improve physical performance.	Teacher can have students return a serve in tennis using the forehand or backhand stroke. Have students field the ball (i.e., softball or baseball) using the correct technique.	**2, 13**
Identify the basic training principles (i.e., FITT*, Warm-up/Work-Out/Cool Down, specificity, overload, intensity).	Discuss the changes (i.e., increased heart rate, perspiration, increased respiration, etc.) that occur after performing physical activity based on the FITT principal (Frequency, Intensity, Time, and Type of activity). Have students identify the weakest area and create a plan for improvement.	**12**
Discuss concepts that impact the quality of proper practice techniques.	Explain the skills necessary to maximize student's success in performing the underhand serve in the following phases of volleyball. <u>Preparation phase</u>- feet in comfortable stride, weight evenly distributed, and eyes on ball <u>Execution Phase</u>- swing arm back, transfer weight, contact ball with heel of open hand, and contact ball below center <u>Follow through</u>- swing striking hand forward to top of net, and transfer weight to front foot. Have students observe a peer performing one or all of the components of this skill and provide feedback.	**2,4,11,12**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Create offensive and defensive strategies in physical activities.	Devise a game using offensive and defensive strategies in specific sports. (i.e., When students are playing capture the flag, have them decide how many will stay to protect the flag and how many will attempt to capture the other team's flag. Have students determine if man-to-man coverage or zone coverage in a game of basketball would be the best strategy to maximize chances of success.)	**8**
Apply appropriate warm-up and cool down* techniques while participating in a variety of physical activities.	Perform warm-up* and cool-down* exercises before and after activities throughout the year and discuss the importance of each. Observe students to ensure that proper stretching techniques are being used.	**5**
Utilize principles of training and conditioning (FITT*, Warm-up-Work out- Cool down*, specificity*, intensity*, overload*) to improve physical fitness.	Research safety practices for basic muscular strength and endurance principles and create a fitness plan that includes principles of training and conditioning. Students will share this information with their class.	**5,8,15**
Understand how biomechanics (i.e., human movement from a variety of perspectives) affects performance.	Have students understand how proper hip rotation improves performance of striking skills and how knee extension improves performance of a kicking skill. Have students demonstrate these proper techniques.	**5,8**

COMPETENCY 2. SAMPLE LESSON PLANS

P-1131 Clowning 101: Part 1 **P-1132 Clowning 101: Part 2** **P-1085 Four Square: Ready for Fitness**	**P-1075 Seasons of the Year: The Kinesthetic Way** **P-1074 Math Basketball** **P-1067 Synaptic Tag**	**P-825 Foot/Basket Ball** **P-503 Too Close for Comfort** **P-383 Synaptic Tag: The Brain on Drugs**

3. Participates regularly in physical activity (GM, L, F)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in physical activities in and out of the school's physical education setting.	Students will complete a group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.	**15**
Participate in moderate to vigorous physical activity (MVPA) on a regular basis.	Use pedometer to count steps throughout the day. Record results in a physical activity log.	**9**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in physical activities based on individual interests or capabilities.	List personal interests and abilities and have student's research opportunities available in these areas to meet their fitness needs.	**1**
Explore different lifelong physical activities.	At the beginning of the year give an interest survey on lifelong physical activities. The teacher should incorporate the results in yearlong	**15**

	planning.	

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in games, sports, dance, and/or other activities in a variety of settings that are based on personal interests.	Have students participate in a variety of activities based on their own interests. Reinforce that these activities could be different for everyone and that mastery of a skill is not necessary for enjoyment. Use survey to determine activities.	**15**
Set personal physical fitness goals based upon the results of fitness assessments.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of the ***Presidential Youth Fitness Program*** test or other instructor initiated fitness test. www.presidentialyouthfitnessprogram.org	**3**
Participate and apply basic muscular strength and endurance principles and safety practices both inside and outside of school.	Research safety practices for basic muscular strength and endurance principles. Share information with class.	**16**

COMPETENCY 3. SAMPLE LESSON PLANS

P-1093 Crunch Those Abs! 1	**P-1092 Pump It Up Please!**	**P-1058 Pace Yourself**
P-1094 Crunch Those Abs! 2	**P-1090 Squat it Out! 2**	**P-916 Modern Day Tinikling**
P-1095 Crunch Those Abs! 3	**P-1064 Hoops for Heart**	**P-279 Fitness Stations**
P-1096 Crunch Those Abs! 4	**P-612 Fitness Four Square**	**P-1097 Crunch Those Abs!**

4. Achieve and maintain a health-enhancing level of physical fitness. (L, C)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify each health-related fitness component (i.e., cardiovascular endurance*, muscle strength*, flexibility*, muscular endurance*, and body composition*) and the impact of physical participation on these components.	Have students participate in health related fitness activities and explain the importance of each component. Reinforce science skills by explaining how physical activity and proper nutrition affect the major organs of the body.	**9**
Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness.	Have students maintain his/her target heart rate zone* (see glossary) for 20 minutes while participating in an activity of their choice.	**3**
Examine pre-and post-fitness test scores after participation in fitness-enhancing activities.	Have students graph pre- and post-fitness test scores and compare results. Have students answer questions about fitness levels and improvements.	**17**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in fitness assessment and developmentally appropriate health-related activities for the purpose of improving skill performance and physical fitness.	Administer a health related fitness test. ***Presidential Youth Fitness Program*** www.presidentialyouthfitnessprogram.org Use health related activities from Physical Best or other fitness curricula. ***Physical Best***- www.aahperd.org	**3**

Design a personal fitness plan*.	Based on fitness scores have students develop a fitness plan that improves body composition, muscular strength, muscular endurance, flexibility, aerobic fitness, etc.	**15**
Engage in physical activity at an increased heart rate for a minimum of 20 minutes at least three times per week.	Record heart rates obtained through a variety of endurance activities within a 20-minute time frame. Have students explain the difference between resting and exercising heart rate based on how vigorous the exercise was (i.e., heart rate after walking, heart rate after running, etc.). Collectively compile data and create a chart listing each student's heart rates.	**9, 15**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply each health-related fitness component (i.e., muscular strength, endurance, flexibility, body composition, aerobic fitness) and explain how participation in physical activity impacts personal fitness.	Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition in a variety of settings.	**15**
Examine and discuss pre- and post-fitness test scores after participation in fitness-enhancing activities.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of ***FitnessGram*** or ***Presidential Youth Fitness Program*** testing.	**3**
Implement a personal fitness plan to accomplish a physical fitness goal.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of ***Presidential Youth Fitness Program or FitnessGram.*** **www.fitnessgram.net** **www.presidentialyouthfitnessprogram.org**	**15**

COMPETENCY 4. SAMPLE LESSON PLANS		
P-1054 Fitnessgram: Day 1 **P-1055 Fitnessgram: Day 2** **P-1056 Fitnessgram: Day 3** **P-1057 Fitnessgram: Day 4**	**P-1133 The Musculoskeletal System**	P-1168 **Body Image and Self Esteem**

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.(S, P, L)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules and procedures and display sportsmanship while participating in physical activities.	Provide students with scenarios of game situations. Have students explain the importance of accepting a controversial call and appropriately handling conflicts.	**15**
Practice responsible decision-making during specific activities.	Students will complete a group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.	**14,15**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules and regulations and respect others.	Provide students with scenarios of inappropriate use of equipment and space. Have students demonstrate the appropriate use.	**5**
Exhibit characteristics of a positive role model by following rules and procedures and displaying sportsmanship during physical activities.	Encourage students to exhibit positive peer interaction while participating in various activities that include non-traditional sports (e.g., Field hockey fencing, archery).	**5, 8**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Exhibit characteristics of a positive role model.	Discuss the influence of role models, listing positive and negative examples. Discuss the importance of displaying positive character traits to other students. Have student's role play being a role model/mentor. Distinguish/Identify the traits exhibited by a person that students consider a good role model and how they differ from a negative role model (traits not actions). Allow proper debate when opinions differ.	**5, 10**
Solve conflicts in physical activity by determining potential solutions.	The teacher can have students serve in various roles in physical education class such as team captain, game official, and coach of a team.	**5,8**

COMPETENCY 5. SAMPLE LESSON PLANS

P-1221 Bicycle Safety Skills - Grades 6-8	**P-1216 Safe Routes to School - Counting Vehicles**	**P-1208 Safety Behaviors for Pedestrians - Grades 7 & 8**
P-1211 Behaviors of Safe Bikers - Grades 6 - 8	**P-1207 Safety Behaviors for Pedestrians - Grade 6**	**P-1162 Criticism: Striving For Perfection**
P-1161 Respect for Property and Authority	**P-1160 Bicycle Safety and You**	**P-1159 Trust Me: Learning to Be Responsible**

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, L, F, C)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Describe and practice positive feelings associated with physical fitness.	Describe ways the body can be used to express and/or communicate ideas and feelings.	**5**
Identify physical changes that occur in our bodies associated with physical activity.	Have students identify changes in heart rate, perspiration, and muscle development through participation in physical activity. Discuss how being active reduces stress, decreases hyperactivity, etc.	**5, 15**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Use the physical activity setting as an opportunity to improve social skills (i.e., self-expression, social interaction, etc.).	List personal interests and abilities and have student's research opportunities available in these areas to meet their fitness needs.	**1**
Analyze physical fitness experiences regarding social, emotional, and health benefits.	Write one paragraph on how participation in physical activity promotes a healthy lifestyle (i.e., social, emotional, etc.).	**15**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in physical activities that provide challenge, problem solving, decision-making and risk taking.	Provide opportunities for students to engage in challenging activities (i.e., team sports, game settings). Observe students to see if they are using skills learned in a variety of settings.	**5**

COMPETENCY 6. SAMPLE LESSON PLANS

P-1219 Safe Routes to School - Pollution Contest - Grade 6 **P-1215 Safe Routes to School - Cost - Grade 6** **P-1194 Safe Routes to School - Grades 6-8 - Lesson 1**	**P-1220 Safe Routes to School - Questionnaire - Grades 7 & 8** **P-1209 Bicycle Rodeo - Grades 7 & 8** **P-1167 Our Flexible Frame**	**P-1218 Safe Routes to School - Pollution - Grades 7 & 8** **P-1171 At Your Own Risk** **P-1163 The Motion Potion**

Global Citizenship Standards – Grade 6

International Middle Years Curriculum

International

Learning Goals



International Curriculum Association

International

International is a specific area of learning that is also a component of being internationally minded and demonstrating global competence. The International Learning Goals support learners in developing a curiosity and interest in the world through exploring and developing an understanding of multiple perspectives.

Learners will gain knowledge of global issues and how identities affect perspectives. They will also know about the Sustainable Development Goals and the organisations involved in global affairs.

The International Learning Goals directly contribute to developing a person who is globally competent, future ready, socially conscious and motivated to positively contribute locally and globally.

Learners will develop an understanding of the complexity of global and local challenges through making personal connections and developing empathy for individuals affected by a range of situations. They will aim to understand the changing nature of issues, evaluating potential responses for effectiveness and impact.

The broader area of international learning coupled with these goals should inspire positive action and critical and creative engagement with local and global issues.

As well as meeting the learning goals, to be successful, learners must:

- Use appropriate vocabulary and subject specific terminology
- Connect learning within and between subjects
- Engage with current affairs on a local and global level, including ethical, social, political and sustainability issues
- Make use of available, fitting technology
- Demonstrate academic honesty
- Apply all the Personal Learning Goals.

The International Learning Goals will be included in the IMYC Route Planning Tool.

Assessing with the Learning Goals

The Learning Goals can be identified as **Knowledge** (Know), **Skills** (Be able to) and **Understanding** (Understand) and each type of learning is assessed differently. However, the purpose of assessment in the International Curriculum is always to guide the next steps for teaching and improve future learning.

Knowledge can be classified as remembering the right or wrong facts and associated details. It can be assessed through a variety of formats which require recall of facts. Quizzes, list responses (e.g. name the parts of a river), writing what you remember, matching activities and defining vocabulary can all be used to assess Knowledge. To improve learning Knowledge, assessments should be regular, simple, spaced and low stakes.

In some subjects, schools will need to identify specific Knowledge content that is encompassed by the Learning Goal. For example, Art Learning Goal *4.08: Know the elements of art and the principles of design*, is the same for every learner. However, History Learning Goal *4.05: Know about the features of different societies within the same period*, requires a school to determine the specific facts (Knowledge) which will depend on the historical period being studied.

Skills are ideally assessed through observing the skill in progress but may also include assessment of a recording of the skill or the product that results from using and applying the skill.

The Assessment for Improving Learning Toolkit supports teachers in the assessment of progress with Key Skills indicated in bold in the IPC Learning Goals. Please refer to the subject rubric documents for more information on using the rubrics and Learning Advice.

Understanding is very complex and influenced by individual experience; it can be both broad and deep. While it is not possible to specify exactly what understanding looks like, teachers are encouraged to discuss what they think is evidence of Understanding during the planning and reflecting on units. Assessing understanding requires teacher judgement across multiple opportunities.

Personal Learning Goals

The Personal Learning Goals have not been designed to and are not intended to be assessed although success with these can be recorded and shared with parents and the community. It is recommended that learners drive any recognition and reward related to Personal Learning Goals. Learners are also encouraged to take the opportunity to self-reflect, celebrate and set aims to improve their demonstration of the Personal Learning.

Strand	Milepost 1	Milepost 2	Milepost 3	IMYC
Developing international mindedness	**1.01** Know about some celebrations - including those in the host and home/heritage or adopted countries	**2.01** Know that people in different countries have different traditions, values and ways of living	**3.01** Know that stereotypes give us a limited insight into other cultures	**4.01** Know some of the diverse perspectives on global issues and how identities affect opinions and perspectives
	1.02 **Be able to identify similarities and differences between the lives of children from different countries**	**2.02** **Be able to research commonalities between different places and cultures**	**3.02** **Be able to categorise similarities and differences between people and places**	**4.02** **Be able to analyse international issues with different perspectives, including subject disciplines**
	1.03	**2.03** Understand why individuals may choose to migrate	**3.03** Understand why groups of people migrate	**4.03** Understand the threats and opportunities on culture, society and economics when groups migrate
	1.04 Be able to articulate where you consider home and why	**2.04** Be able to articulate the connection between nationality and identity	**3.04** Be able to articulate the connection between nationality, culture and identity	**4.04** Be able to articulate the combination of factors that may influence identity

Strand	Milepost 1	Milepost 2	Milepost 3	IMYC
Developing global competence	**1.05** Understand the need to contribute to shared responsibilities	**2.05** Understand that people have rights and responsibilities that differ depending on their role in society	**3.05** Understand that there are outside influences on our rights and responsibilities	**4.05** Understand that there are competing rights and responsibilities in different situations
	1.06 Understand that people have an impact on the places that they visit	**2.06** Understand that people can have an impact on places even when they are not there	**3.06** Understand how the decisions made in one country can impact on the lives of people in another	**4.06** Understand that the interdependence of countries is not always mutually beneficial
	1.07 **Be able to articulate how they should be making a contribution to positive change**	**2.07** **Be able to reflect on their personal contribution to collective action**	**3.07** **Be able to reflect on and evaluate the impact of personal or collective action that they have taken in response to a local or global issue**	**4.07** **Be able to evaluate the potential positive and negative impacts of personal or collective action that they plan to take in response to a local or global issue**
	1.08 Be able to connect actions and consequences	**2.08** Be able to associate cause and effect related to global events and/or issues	**3.08** Be able to use tools, such as graphic organisers to analyze global events and/or issues	**4.08** Be able to use tools and strategies to analyze events and/or issues and their short term and long term impacts
	1.09	2.09	3.09	**4.09** Understand the difference between correlation and causation
	1.10 Understand that they can contribute to practices that promote physically and socially healthy classrooms, schools and local spaces	**2.10** Understand that they can adopt behaviours to promote the responsible use of resources	**3.10** Understand the 'power of one' in responding to local and global issues	**4.10** Understand that a response to local and global issues can be taking personal responsibility for changing their own lifestyle

Strand	Milepost 1	Milepost 2	Milepost 3	IMYC
Developing global competence	**1.11** Understand that the human race is diverse	**2.11** Understand that valuing diversity is a foundation to equal opportunities	**3.11** Understand that there is a need for organisations to promote equal opportunities	**4.11** Understand how they can contribute to promoting or diminishing equal opportunities
	1.12 Know that individuals belong to different groups (e.g. family, school, nation)	**2.12** Know about organisations that help others	**3.12** Know about international organisations	**4.12** Know that there are a range of international organisations involved in global affairs
	1.13 Understand why we have rules for specific groups/places	**2.13** Understand there are different responsibilities in the groups to which individuals belong	**3.13** Understand some of the different forms of government	**4.13** Understand the impact of different forms of governance on society
	1.14	2.14	**3.14** Understand how past events might have an impact on national or group identity	**4.14** Understand how past injustices affect contemporary local and global politics

Grade 9 Standards
Mississippi Global Academy

Math Standards-Grade 9

Mississippi Global Academy has outlined Exit Standards on page 18. of the Education Plan. Additionally, the school leader and curriculum team will work according to the curriculum timeline in Attachment 2 to develop and finalize Exit Standards for Grade 9.

Algebra I

Number and Quantity

The Real Number System (N-RN)

Use properties of rational and irrational numbers

N-RN.3	Explain why: • the sum or product of two rational numbers is rational; • the sum of a rational number and an irrational number is irrational; and • the product of a nonzero rational number and an irrational number is irrational.

Quantities (N-Q) *

Reason quantitatively and use units to solve problems

N-Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
N-Q.2	Define appropriate quantities for the purpose of descriptive modeling.* [Refer to the *Quantities* section of the High School *Number and Quantity* Conceptual Category in the previous pages of this document.]
N-Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Algebra

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions

A-SSE.1	Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*
A-SSE.2	Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

Write expressions in equivalent forms to solve problems

A-SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

Algebra I

Arithmetic with Polynomials and Rational Expressions (A-APR)	
Perform arithmetic operations on polynomials	
A-APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
Understand the relationship between zeros and factors of polynomials	
A-APR.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial (limit to 1st- and 2nd-degree polynomials).
Creating Equations (A-CED) *	
Create equations that describe numbers or relationships	
A-CED.1	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**
A-CED.2	Create equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* *[Note this standard appears in future courses with a slight variation in the standard language.]*
A-CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**
A-CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.**
Reasoning with Equations and Inequalities (A-REI)	
Understand solving equations as a process of reasoning and explain the reasoning	
A-REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
Solve equations and inequalities in one variable	
A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Algebra I

A-REI.4	Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions.
Solve systems of equations	
A-REI.5	Given a system of two equations in two variables, show and explain why the sum of equivalent forms of the equations produces the same solution as the original system.
A-REI.6	Solve systems of linear equations algebraically, exactly, and graphically while focusing on pairs of linear equations in two variables.
Represent and solve equations and inequalities graphically	
A-REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A-REI.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, absolute value, and exponential functions.*
A-REI.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Functions

Interpreting Functions (F-IF)

Understand the concept of a function and use function notation	
F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
F-IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
F-IF.3	Recognize that sequences are functions whose domain is a subset of the integers.
Interpret functions that arise in applications in terms of the context	
F-IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**

Algebra I

F-IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
F-IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
Analyze functions using different representations	
F-IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph functions (linear and quadratic) and show intercepts, maxima, and minima. b. Graph square root and piecewise-defined functions, including absolute value functions.
F-IF.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*
Building Functions (F-BF)	
Build a function that models a relationship between two quantities	
F-BF.1	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression or steps for calculation from a context.
Build new functions from existing functions	
F-BF.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
Linear, Quadratic, and Exponential Models (F-LE) *	
Construct and compare linear, quadratic, and exponential models and solve problems	
F-LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions.* a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*
Interpret expressions for functions in terms of the situation they model	
F-LE.5	Interpret the parameters in a linear or exponential function in terms of a context.*
Statistics and Probability *	
Interpreting Categorical and Quantitative Data (S-ID)	
Summarize, represent, and interpret data on a single count or measurement variable	
S-ID.1	Represent and analyze data with plots on the real number line (dot plots, histograms, and box plots).*
S-ID.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*
S-ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*
Summarize, represent, and interpret data on two categorical and quantitative variables	
S-ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*
S-ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.* a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.* b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association.
Interpret linear models	
S-ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*
S-ID.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.*
S-ID.9	Distinguish between correlation and causation.*

* Modeling Standards

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

High School—Geometry

The fundamental purpose of the course in Geometry a one-credit course, is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school MS CCRS ~~CCSS~~. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The six critical areas of this course include (1) building a thorough understanding of translations, reflections, and rotations; (2) developing the understanding of similarity and several theorems; (3) extension of formulas for 2-dimensional and 3-dimensional objects (4) extension of 8th grade geometric concepts of lines; (5) prove basic theorems about circles; and (6) work with experimental and theoretical probability. Each critical area is described below:

(1) In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems—using a variety of formats—and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

(2) Students apply their earlier experience with dilations and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean Theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students' work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.

(3) Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.

High School—Geometry (continued)

(4) Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

(5) Students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.

(6) Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Geometry

Geometry	
Congruence (G-CO)	
Experiment with transformations in the plane	
G-CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
G-CO.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
G-CO.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
G-CO.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
G-CO.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
Understand congruence in terms of rigid motions	
G-CO.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
G-CO.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
G-CO.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
Prove geometric theorems	
G-CO.9	Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
G-CO.10	Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
G-CO.11	Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Geometry

Make geometric constructions	
G-CO.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
G-CO.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
Similarity, Right Triangles, and Trigonometry (G-SRT)	
Understand similarity in terms of similarity transformations	
G-SRT.1	Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
G-SRT.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
G-SRT.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
Prove theorems involving similarity	
G-SRT.4	Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
Define trigonometric ratios and solve problems involving right triangles	
G-SRT.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
G-SRT.7	Explain and use the relationship between the sine and cosine of complementary angles.
G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*
Circles (G-C)	
Understand and apply theorems about circles	
G-C.1	Prove that all circles are similar.

Geometry

G-C.2	Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
G-C.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
Find arc lengths and areas of sectors of circles	
G-C.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
Expressing Geometric Properties with Equations (G-GPE)	
Translate between the geometric description and the equation for a conic section	
G-GPE.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
Use coordinates to prove simple geometric theorems algebraically	
G-GPE.4	Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*
G-GPE.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
G-GPE.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
G-GPE.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*
Geometric Measurement and Dimension (G-GMD)	
Explain volume formulas and use them to solve problems	
G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
G-GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*
Visualize relationships between two-dimensional and three-dimensional objects	
G-GMD.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Geometry

Modeling with Geometry (G-MG)	
Apply geometric concepts in modeling situations	
G-MG.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
G-MG.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
G-MG.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

* Modeling Standards

ELA Standards-Grade 9

Mississippi Global Academy has outlined Exit Standards on page 18. of the Education Plan. Additionally, the school leader and curriculum team will work according to the curriculum timeline in Attachment 2 to develop and finalize Exit Standards for Grade 9.

English I

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9.2	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
RL.9.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
Craft and Structure	
RL.9.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Integration of Knowledge and Ideas	
RL.9.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9.8	Not applicable to literature.

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English I

RL.9.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Range of Reading and Level of Text Complexity	
RL.9.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Reading Informational Text	
Key Ideas and Details	
RI.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9.2	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
RI.9.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	
RI.9.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	
RI.9.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	
RI.9.10	By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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English I

The following standards for Grade 9 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.9.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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W.9.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
W.9.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W.9.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge	
W.9.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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W.9.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W.9.9b	Apply grades 9–10 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Range of Writing	
W.9.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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English I

The following standards for Grade 9 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.9.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas	
SL.9.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

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English I

The following standards for Grade 9 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.9.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9.1a	Use parallel structure.*
L.9.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9.2b	Use a colon to introduce a list or quotation.
L.9.2c	Spell correctly.
Knowledge of Language	
L.9.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
Vocabulary Acquisition and Use	
L.9.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.9.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

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L.9.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9.5b	Analyze nuances in the meaning of words with similar denotations.
L.9.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

Science Standards-Grade 9

Mississippi Global Academy has outlined Exit Standards on page 18. of the Education Plan. Additionally, the school leader and curriculum team will work according to the curriculum timeline in Attachment 2 to develop and finalize Exit Standards for Grade 9.

BIOLOGY

Biology, **a one-credit course**, is a laboratory-based course that is designed to build a life science foundation emphasizing patterns, processes, and interactions among organisms. Students are expected to master conceptual understandings based on both individual investigations and the investigations conducted by others. Individual learning experiences are used to support claims and engage in evidence-based arguments. In this way, students explore the organization of life; the interdependence between organisms and their environment; the chemical composition of life; the role of DNA, RNA, and protein in cellular structure and function; inheritance; and evolution. Local resources coupled with external resources, including evidence-based literature, will be used to extend and increase the complexity of these core ideas.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. The recommendation is that students should be actively engaged in inquiry activities, lab experiences, and scientific research (projects) for a minimum of 30% of class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Biology

BIO.1 Cells as a System

Conceptual Understanding: Biologists have determined that organisms share unique characteristics that differentiate them from non-living things. Organisms range from very simple to extremely complex.

BIO.1A Students will demonstrate an understanding of the characteristics of life and biological organization.

BIO.1A.1 *Develop criteria to differentiate between living and non-living things.*

BIO.1A.2 *Describe the tenets of cell theory and the contributions of Schwann, Hooke, Schleiden, and Virchow.*

BIO.1A.3 *Using specific examples, explain how cells can be organized into complex tissues, organs, and organ systems in multicellular organisms.*

BIO.1A.4 *Use evidence from current scientific literature to support whether a virus is living or non-living.*

Conceptual Understanding: Organisms are composed of four primary macromolecules: carbohydrates, lipids, proteins, and nucleic acids. Metabolism is the sum of all chemical reactions between molecules within cells. Cells continuously utilize materials obtained from the environment and the breakdown of other macromolecules to synthesize their own large macromolecules for cellular structures and functions. These metabolic reactions require enzymes for catalysis.

BIO.1B Students will analyze the structure and function of the macromolecules that make up cells.

BIO.1B.1 *Develop and use models to compare and contrast the structure and function of carbohydrates, lipids, proteins, and nucleic acids (DNA and RNA) in organisms.*

BIO.1B.2 *Design and conduct an experiment to determine how enzymes react given various environmental conditions (i.e., pH, temperature, and concentration). Analyze, interpret, graph, and present data to explain how those changing conditions affect the enzyme activity and the rate of the reactions that take place in biological organisms.*

Conceptual Understanding: Cells are the basic units of all organisms, both prokaryotes and eukaryotes. Prokaryotic and eukaryotic cells differ in key structural features, but both can perform all functions necessary for life.

BIO.1C Students will relate the diversity of organelles to a variety of specialized cellular functions.

BIO.1C.1 *Develop and use models to explore how specialized structures within cells (e.g., nucleus, cytoskeleton, endoplasmic reticulum, ribosomes, Golgi apparatus, lysosomes, mitochondria, chloroplast, centrosomes, and vacuoles) interact to carry out the functions necessary for organism survival.*

BIO.1C.2 *Investigate to compare and contrast prokaryotic cells and eukaryotic cells, and plant, animal, and fungal cells.*

BIO.1C.3 *Contrast the structure of viruses with that of cells, and explain why viruses must use living cells to reproduce.*

Conceptual Understanding: The structure of the cell membrane allows it to be a selectively permeable barrier and maintain homeostasis. Substances that enter or exit the cell must do so via the cell membrane. This transport across the membrane may occur through a variety of mechanisms, including simple diffusion, facilitated diffusion, osmosis, and active transport.

BIO.1D Students will describe the structure of the cell membrane and analyze how the structure is related to its primary function of regulating transport in and out of cells to maintain homeostasis.

BIO.1D.1 *Plan and conduct investigations to prove that the cell membrane is a semi-permeable, allowing it to maintain homeostasis with its environment through active and passive transport processes.*

BIO.1D.2 *Develop and use models to explain how the cell deals with imbalances of solute concentration across the cell membrane (i.e., hypertonic, hypotonic, and isotonic conditions, sodium/potassium pump).*

Conceptual Understanding: Cells grow and reproduce through a regulated cell cycle. Within multicellular organisms, cells repeatedly divide for repair, replacement, and growth. Likewise, an embryo begins as a single cell that reproduces to form a complex, multicellular organism through the processes of cell division and differentiation.

BIO.1E Students will develop and use models to explain the role of the cell cycle during growth, development, and maintenance in multicellular organisms.

BIO.1E.1 *Construct models to explain how the processes of cell division and cell differentiation produce and maintain complex multicellular organisms.*

BIO.1E.2 *Identify and describe the changes that occur in a cell during replication. Explore problems that might occur if the cell does not progress through the cycle correctly (cancer).*

BIO.1E.3 *Relate the processes of cellular reproduction to asexual reproduction in simple organisms (i.e., budding, vegetative propagation, regeneration, binary fission). Explain why the DNA of the daughter cells is the same as the parent cell.*

BIO.1E.4 ***Enrichment:*** *Use an engineering design process to investigate the role of stem cells in regeneration and asexual reproduction, then develop applications of stem cell research to solve human medical conditions.**

Biology

BIO.2 Energy Transfer

Conceptual Understanding: Organisms require energy to perform life functions. Cells are transformers of energy, continuously utilizing a complex sequence of reactions in which energy is transferred from one form to another, for example, from light energy to chemical energy to kinetic energy. Emphasis is on illustrating the inputs and outputs of matter and the transfer and transformation of energy in photosynthesis and cellular respiration. Assessment is limited to identification of the phases (i.e., glycolysis, citric acid cycle, and electron transport chain) in cellular respiration as well as light and light-independent reactions of photosynthesis and does not include specific biochemical reactions within the phases.

BIO.2 Students will explain that cells transform energy through the processes of photosynthesis and cellular respiration to drive cellular functions.

BIO.2.1 *Use models to demonstrate that ATP and ADP are cycled within a cell as a means to transfer energy.*

BIO.2.2 *Develop models of the major reactants and products of photosynthesis to demonstrate the transformation of light energy into stored chemical energy in cells. Emphasize the chemical processes in which bonds are broken and energy is released, and new bonds are formed and energy is stored.*

BIO.2.3 *Develop models of the major reactants and products of cellular respiration (aerobic and anaerobic) to demonstrate the transformation of the chemical energy stored in food to the available energy of ATP. Emphasize the chemical processes in which bonds are broken and energy is released, and new bonds are formed and energy is stored.*

BIO.2.4 *Conduct scientific investigations or computer simulations to compare aerobic and anaerobic cellular respiration in plants and animals, using real world examples.*

BIO.2.5 ***Enrichment:*** *Investigate variables (e.g., nutrient availability, temperature) that affect anaerobic respiration and current real-world applications of fermentation.*

BIO.2.6 ***Enrichment:*** *Use an engineering design process to manipulate factors involved in fermentation to optimize energy production.**

Biology

BIO.3 Reproduction and Heredity

Conceptual Understanding: Somatic cells contain homologous pairs of chromosomes, one member of each pair obtained from each parent, that form a diploid set of chromosomes in each cell. These chromosomes are similar in genetic information but may contain different alleles of these genes. For sexual reproduction, an offspring must inherit a haploid set from each parent. Haploid gametes are formed by meiosis, a specialized cell division in which the chromosome number is reduced by half. During meiosis, members of a homologous pair may exchange information and then are randomly sorted into gametes resulting in genetic variation in sex cells.

BIO.3A Students will develop and use models to explain the role of meiosis in the production of haploid gametes required for sexual reproduction.

BIO.3A.1 *Model sex cell formation (meiosis) and combination (fertilization) to demonstrate the maintenance of chromosome number through each generation in sexually reproducing populations. Explain why the DNA of the daughter cells is different from the DNA of the parent cell.*

BIO.3A.2 *Compare and contrast mitosis and meiosis in terms of reproduction.*

BIO.3A.3 *Investigate chromosomal abnormalities (e.g., Down syndrome, Turner's syndrome, and Klinefelter syndrome) that might arise from errors in meiosis (nondisjunction) and how these abnormalities are identified (karyotypes).*

Conceptual Understanding: Offspring inherit DNA from their parents. The genes contained in the DNA (genotype) determine the traits expressed in the offspring's phenotype. Alleles of a gene may demonstrate various patterns of inheritance. These patterns of inheritance may be followed through multiple generations within families.

BIO.3B Students will analyze and interpret data collected from probability calculations to explain the variation of expressed traits within a population.

BIO.3B.1 *Demonstrate Mendel's law of dominance and segregation using mathematics to predict phenotypic and genotypic ratios by constructing Punnett squares with both homozygous and heterozygous allele pairs.*

BIO.3B.2 *Illustrate Mendel's law of independent assortment using Punnett squares and/or the product rule of probability to analyze monohybrid crosses.*

BIO.3B.3 *Investigate traits that follow non-Mendelian inheritance patterns (e.g., incomplete dominance, codominance, multiple alleles in human blood types, and sex-linkage).*

BIO.3B.4 *Analyze and interpret data (e.g., pedigrees, family, and population studies) regarding Mendelian and complex genetic traits (e.g., sickle-cell anemia, cystic fibrosis, muscular dystrophy, color-blindness, and hemophilia) to determine patterns of inheritance and disease risk.*

Conceptual Understanding: Gene expression results in the production of proteins and thus determines the phenotypes of the organism. Changes in the DNA occur throughout an organism's life. Mutations are a source of genetic variation that may have a positive, negative, or no effect on the organism.

BIO.3C Students will construct an explanation based on evidence to describe how the structure and nucleotide base sequence of DNA determines the structure of proteins or RNA that carry out essential functions of life.

BIO.3C.1 *Develop and use models to explain the relationship between DNA, genes, and chromosomes in coding the instructions for the traits transferred from parent to offspring.*

BIO.3C.2 *Evaluate the mechanisms of transcription and translation in protein synthesis.*

BIO.3C.3 *Use models to predict how various changes in the nucleotide sequence (e.g., point mutations, deletions, and additions) will affect the resulting protein product and the subsequent inherited trait.*

BIO.3C.4 *Research and identify how DNA technology benefits society. Engage in scientific argument from evidence over the ethical issues surrounding the use of DNA technology (e.g., cloning, transgenic organisms, stem cell research, and the Human Genome Project, gel electrophoresis).*

BIO.3C.5 ***Enrichment:*** *Investigate current biotechnological applications in the study of the genome (e.g., transcriptome, proteome, individualized sequencing, and individualized gene therapy).*

Biology

BIO.4 Adaptations and Evolution

Conceptual Understanding: Evolution is a key unifying principle in biology. Differentiating between organic and chemical evolution and the analysis of the gradual changes in populations over time, helps students understand common features and differences between species and thus the relatedness between species. There are several factors that affect how natural selection acts on populations within their environments leading to speciation, extinction, and the current diversity of life on earth.

BIO.4 Students will analyze and interpret evidence to explain the unity and diversity of life.

BIO.4.1 *Use models to differentiate between organic and chemical evolution, illustrating the steps leading to aerobic heterotrophs and photosynthetic autotrophs.*

BIO.4.2 *Evaluate empirical evidence of common ancestry and biological evolution, including comparative anatomy (e.g., homologous structures and embryological similarities), fossil record, molecular/biochemical similarities (e.g., gene and protein homology), and biogeographic distribution.*

BIO.4.3 *Construct cladograms/phylogenetic trees to illustrate relatedness between species.*

BIO.4.4 *Design models and use simulations to investigate the interaction between changing environments and genetic variation in natural selection leading to adaptations in populations and differential success of populations.*

BIO.4.5 *Use Darwin's Theory to explain how genetic variation, competition, overproduction, and unequal reproductive success acts as driving forces of natural selection and evolution.*

BIO.4.6 *Construct explanations for the mechanisms of speciation (e.g., geographic and reproductive isolation).*

BIO.4.7 ***Enrichment:*** *Construct explanations for how various disease agents (bacteria, viruses, chemicals) can influence natural selection.*

Biology

BIO.5 Interdependence of Organisms and Their Environments

Conceptual Understanding: Complex interactions within an ecosystem affect the numbers and types of organisms that survive. Fluctuations in conditions can affect the ecosystem's function, resources, and habitat availability. Ecosystems are subject to carrying capacities and can only support a limited number of organisms and populations. Factors that can affect the carrying capacities of populations are both biotic and abiotic.

BIO.5 Students will Investigate and evaluate the interdependence of living organisms and their environment.

BIO.5.1 *Illustrate levels of ecological hierarchy, including organism, population, community, ecosystem, biome, and biosphere.*

BIO.5.2 *Analyze models of the cycling of matter (e.g., carbon, nitrogen, phosphorus, and water) between abiotic and biotic factors in an ecosystem and evaluate the ability of these cycles to maintain the health and sustainability of the ecosystem.*

BIO.5.3 *Analyze and interpret quantitative data to construct an explanation for the effects of greenhouse gases on the carbon dioxide cycle and global climate.*

BIO.5.4 *Develop and use models to describe the flow of energy and amount of biomass through food chains, food webs, and food pyramids.*

BIO.5.5 *Evaluate symbiotic relationships (e.g., mutualism, parasitism, and commensalism) and other co-evolutionary (e.g., predator-prey, cooperation, competition, and mimicry) relationships within specific environments.*

BIO.5.6 *Analyze and interpret population data, both density-dependent and density-independent, to define limiting factors. Use graphical representations (growth curves) to illustrate the carrying capacity within ecosystems.*

BIO.5.7 *Investigate and evaluate factors involved in primary and secondary ecological succession using local, real world examples.*

BIO.5.8 ***Enrichment:*** *Use an engineering design process to create a solution that addresses changing ecological conditions (e.g., climate change, invasive species, loss of biodiversity, human population growth, habitat destruction, biomagnification, or natural phenomena).**

BIO.5.9 ***Enrichment:*** *Use an engineering design process to investigate and model current technological uses of biomimicry to address solutions to real-world problems.**

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

BOTANY

Botany, **a one-half credit course**, is a laboratory-based course applying basic biological principles to the study of plants. Topics include morphological characteristics of each division and variation in their reproduction, physiology, taxonomy, evolution, and the interactions of human society and plants. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course. It is recommended that Botany is taken after the successful completion of Biology.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize the science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. The recommendation is that students should actively engage in inquiry activities, laboratory experiences, and scientific research (projects) for a minimum of 30% of class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Botany

BOT.1 Plant Morphology, Cell Structure, and Function

Conceptual Understanding: Plants are a diverse and important part of the biosphere, providing oxygen, food, and shelter required for other organisms. The diversity of the plant kingdom is characterized by unique traits that are observed to identify the various plant divisions.

BOT.1 Students will investigate the morphology, anatomy, and physiology of plants.

BOT.1.1 *Analyze models (3-D, paper, and/or computer-based) to distinguish the basic morphology of the plant kingdom, with attention to structures and their related functions. Use cladograms or phylogenetic trees to identify evolutionary features that distinguish the plant kingdom from other kingdoms.*

BOT.1.2 *Using microscopes, observe, identify, record, and analyze (e.g., see and draw) cells and cell structures unique to plants. Use data measurements obtained from microscopy to compare the plant cells and organelle sizes between various examples (e.g., elodea, onion, or algae).*

BOT.1.3 *Describe the relationship between the structure and purpose of plant organs (e.g., roots, stems, and leaves).*

BOT.1.4 *Evaluate and explain how bacteria and fungi work symbiotically to enhance plant root function.*

BOT.1.5 *Calculate surface area of leaves/roots, and compare surface areas of various plant specimens to explain adaptations of the various plant types.*

Social Studies Standards-Grade 9

Mississippi Global Academy has outlined Exit Standards on page 18. of the Education Plan. Additionally, the school leader and curriculum team will work according to the curriculum timeline in Attachment 2 to develop and finalize Exit Standards for Grade 9.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Mississippi Studies

½ Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Mississippi Studies	½ Carnegie Unit
Standard	**Objectives**
MS.1 Examine the geographic features of Mississippi.	1. Identify the physical features, landforms, and soil regions of Mississippi. 2. Differentiate between the geographic regions of Mississippi. 3. Describe how the geographic and physical features set Mississippi apart from other states. 4. Explain how the geographic features and processes of Mississippi contribute to social, technological, and economic development throughout the state (e.g., Mississippi River, Gulf Coast, Pine Hills, Delta, Great Flood of 1927, Hurricanes Camille and Katrina, etc.).
MS.2 Compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on the state's history and traditions.	1. Explain the impact of Mississippi's geography on the cultural development of its indigenous peoples (e.g., Choctaw, Chickasaw, Natchez, etc.). 2. Trace the relationships between the various indigenous groups in Mississippi, including their alliances with the Europeans who settled in what would become the Mississippi Territory. 3. Evaluate the impact of native cultures on Mississippi, past and present.
MS.3 Examine the motivations and the effects of the European arrival and presence in Mississippi.	1. Compare and contrast the French, Spanish and English arrival, and presence in Mississippi (e.g., lifestyles, religion, successes, failures, etc.). 2. Examine the impact of European arrival and presence on the cultural development of Mississippi (e.g., Code Noir, holiday, religious, economic, etc.).

Standard	Objectives
MS.4 Explain the development of the Mississippi Territory and its evolution to statehood.	1. Investigate life and work in Mississippi during the colonial and revolutionary periods. 2. Examine the conflicts (e.g., Natchez Rebellion, etc.), treaties (e.g., Fort Adams, Mount Dexter, Doak's Stand, Dancing Rabbit Creek, Pontotoc Creek, etc.), and subsequent removal (e.g., Trail of Tears, etc.) of indigenous Mississippians. 3. Trace the events and legislative processes necessary for Mississippi to gain statehood. 4. Identify the key points of the Mississippi Constitution of 1817 and identify the government and political influences that led to its development.
MS.5 Analyze the characteristics of antebellum Mississippi, with an emphasis on the plantation system and the evolution of slavery.	1. Trace the evolution of slavery in Mississippi, including the significance of the Forks of the Road slave market in Natchez. 2. Analyze the relationship between cotton and the evolution of the plantation economy in antebellum Mississippi. 3. Examine the culture and social structure that developed in Mississippi during the antebellum period.
MS.6 Analyze the role of Mississippi during the Civil War and evaluate the effects of Reconstruction in the state.	1. Examine the Mississippi Declaration of Secession and trace the events that led to the secession of Mississippi from the Union in 1861. 2. Analyze the significance of the military campaigns that took place in Mississippi during the Civil War and the impact wartime conditions had on the civilian population. 3. Examine the roles and contributions of women, enslaved people, and free African Americans during the Civil War. 4. Analyze the impact of Reconstruction on Mississippi, including the new Mississippi Constitution of 1868. 5. Describe the changing roles and contributions of African American Mississippians during Reconstruction.

Standard	Objectives
MS.7 Examine the economic, political, and social changes in the Jim Crow Era Mississippi from the end of Reconstruction through World War II.	1. Analyze the differences between the Mississippi Constitutions of 1868 and 1890. 2. Trace the changes in Mississippi's economy and technology in the decades following Reconstruction. 3. Analyze reforms that contributed to social and economic changes after the Civil War (e.g., Jim Crow, poll taxes, literacy tests, segregation, etc.).
MS.8 Evaluate the role of Mississippi in the Civil Rights Movement.	1. Analyze the significant figures, groups, and events of the Civil Rights Movement in Mississippi (e.g., Emmett Till, Medgar Evers, James Meredith, Fannie Lou Hamer, etc.). 2. Discuss the significant strategies used within the Civil Rights Movement. 3. Examine organized resistance to the Civil Rights Movement in Mississippi and how it shaped the conflict between the State and Federal governments during the Civil Rights Era (e.g., Citizen's Council, MS State Sovereignty Commission, Ross Barnett, etc.). 4. Evaluate the lasting impact of the Civil Rights movement on Mississippi.
MS.9 Analyze the economic characteristics of modern Mississippi.	1. Identify various industries and factories that drive Mississippi's modern economy. 2. Analyze how the major industries of Mississippi have impacted the economy in Mississippi. 3. Identify Mississippi's global economic relationships. 4. Analyze the causes of Mississippi's past and present-day struggle with poverty.

Standard	Objectives
MS.10 Analyze the structure and function of local and state government in Mississippi.	1. Evaluate the rights and responsibilities of Mississippi citizenship. 2. Analyze the role of the judicial, legislative, and executive branches within the government of Mississippi. 3. Examine the various forms of local governments and evaluate how they meet the needs of local communities. 4. Compare types of services offered by local and state government to meet the needs of Mississippians.
MS.11 Examine the impact of Mississippi artists, musicians, and writers on the state, nation, and world.	1. Identify and describe the accomplishments of Mississippi artists, musicians, and writers (e.g., William Faulkner, B.B. King, Muddy Waters, Walter Anderson, Elvis Presley, etc.). 2. Analyze how Mississippi's history and/or religious traditions have impacted the state's artist, musicians, and writers. 3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi. 4. Identify locations in Mississippi that have artistic, musical, or literary significance (e.g., Delta-Blues, Coast- Walter Anderson, Jackson- Eudora Welty, etc.).
MS.12 Examine the contributions of various ethnic and religious groups in Mississippi.	1. Identify and describe the various ethnic and religious groups in Mississippi. 2. Cite evidence of the growing ethnic diversity of Mississippi's populations and its impact on the state today. 3. Analyze the push and pull factors of people migrating to Mississippi. 4. Describe the contributions of various ethnic and religious groups to Mississippi.

MISSISSIPPI
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World History:
Age of Enlightenment to Present

1 Carnegie Unit

*The examples listed within the document are not an exhaustive list.

World History: Age of Enlightenment to Present	1 Carnegie Unit
Standard	**Objectives**
WH 1 | Scientific Revolution and Enlightenment Investigate the important ideas and achievements of the Scientific Revolution and the Age of Enlightenment	1. Identify the theories of cosmology as described by Nicolaus Copernicus, Galileo Galilei, and Sir Isaac Newton. 2. Compare and contrast new methods of reasoning as demonstrated by Francis Bacon and Rene Descartes (e.g., inductive reasoning and the scientific method, deductive reasoning, etc.). 3. Contrast the views of Thomas Hobbes and John Locke concerning the domination of absolute governments. 4. Differentiate the influence of Charles de Montesquieu, Voltaire, and Jean-Jacques Rousseau on the development of democratic ideals.
WH 2 | French Revolution Analyze the causes of the French Revolution and its impact on Europe.	1. Examine various opinions of the developing democratic ideals amidst the economic troubles of the French social class. 2. Explain the impact of the American Revolution on the French call for social equality as expressed in the "Declaration of Rights of Man and the Citizen (1789)." 3. Examine Napoleon's geographic and political influence on Europe through the spread of liberalism and nationalism. 4. Evaluate the significant outcomes of the Congress of Vienna and the creation of the Concert of Europe. 5. Analyze the impact of the revolutionary period on the abolition of the Atlantic slave trade, the Emancipation of Spanish America, and the Issuance of the Monroe Doctrine by the United States.

Standard	Objectives
WH 3 | Dawn of the Industrial Revolution Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions.	1. Analyze the factors that led to the Industrial Revolution in England. 2. Discuss the significance of the Agricultural Revolution, Enclosure Movement, and the Industrial Revolution and their impact on society (e.g., Charles Townshend, John Deere, Cyrus McCormick, etc.). 3. Evaluate important concepts and inventors during the Industrial Revolution (e.g., James Hargreaves, Eli Whitney, James Watt, Thomas Edison, the Bessemer Process, etc.). 4. Contrast factors that enhanced or impeded the spread of Industrial Revolution into Eastern Europe and the Far East.
WH 4 | Results of the Industrial Revolution Analyze capitalism as the economic philosophy that developed as a result of the Industrial Revolution and compare economic reactions to capitalism including socialism and communism.	1. Examine the principles of capitalism as developed by classical economist Adam Smith. 2. Compare and contrast the rise of economic theories as a result of the industrial revolution (e.g., capitalism, socialism, Marxism, communism, etc.). 3. Appraise government reactions to social problems including Britain's and Germany's passage of labor laws, early welfare, and insurance programs. 4. Investigate major social problems and solutions caused by urban overcrowding and lack of environmental control (e.g., the contributions of Baron Haussmann, Edwin Chadwick, Louis Pasteur, Joseph Lister, etc.). 5. Analyze the International impacts and contributions of intellectual movements (e.g., Darwinism, suffrage, medicine, psychology, physics, etc.).

Standard	Objectives
WH 5 | Nationalism in the Nineteenth Century Analyze the emergence of nationalism and its role in the nineteenth century revolutions, unification movements, and the emergence of multinational empires.	1. Examine nationalist movements throughout the world (e.g., the unification of Italy and Germany, the Meiji Restoration in Japan, the Tanzimat reforms in the Ottoman Empire, the self-strengthening movement in China, etc.). 2. Analyze the characteristics that defined Russia, Austria-Hungary, and the Ottoman Empire as multinational empires. 3. Trace the emergence of political economic, and social modernization in the early twentieth-century Russian Empire (e.g., the reign of the Romanov dynasty, Russian expansionism, emancipation of the serfs, etc.). 4. Examine the creation of the dual monarchy of Austria-Hungary and the ethnic complexity of the Ottoman Empire in Asia and the European Balkan Peninsula.
WH 6 | Imperialism Evaluate western imperialism as a force of global change, emphasizing its impact on colonized peoples and lands.	1. Examine various social and economic factors of the spread of imperialism. 2. Analyze the important events of imperialism in Asian and Oceania (e.g., the establishment of Chinese spheres of influence by western powers, British colonization of India, Hawaiian annexation by the United States, U.S. Open Door Policy, Russo-Japanese War, etc.). 3. Compare important events in the partition of Africa by European powers (e.g., construction of the Suez Canal, the French occupation of Algeria, Belgium's claim to the Congo, defeat of Italy by Ethiopia, Anglo- Boer Wars, development of apartheid in South Africa, etc.). 4. Analyze important events in U.S. imperialism in Latin American (e.g., the Spanish-American War, issuance of the Roosevelt Corollary, construction of the Panama Canal, etc.). 5. Investigate the responses of imperialism (e.g., Philippine-American War, Opium War, Boxer Rebellion, The First War of Indian Independence, Zulu Resistances in Southern Africa, etc.).

Standard	Objectives
WH 7 | World War I Examine the causes, effects, and significant events of World War I in Europe.	1. Assess the primary causes of World War I (e.g., the rise of militarism, alliance systems, nationalism, imperialism, assassination of Archduke Franz Ferdinand, etc.). 2. Describe how trench warfare and advances in military technology affected the course and outcome of World War I. 3. Examine the role of propaganda as a means to mobilize civilian populations during World War I. 4. Evaluate the physical and economic destruction of Europe caused by World War I. 5. Analyze the United States' increasing role in global affairs during and after World War I.
WH 8 | Interwar Period Analyze the challenges of the interwar period, emphasizing the rise of totalitarian states.	1. Analyze the Treaty of Versailles as an agent for unrest. 2. Examine the global impact of the Great Depression. 3. Compare the civil wars in Russia and China and how they led to the growth and spread of Communism (e.g., the rise of Vladimir Lenin, the Bolsheviks in Russia, Mao Zedong in China, etc.). 4. Analyze Japanese militarism and territorial expansion (e.g., Manchuria, the Rape of Nanjing, etc.).

Standard	Objectives
WH 9 | World War II Compare and contrast the causes, effects, and significant events of World War II.	1. Analyze totalitarian aggression by Germany, Italy, Japan, and the Soviet Union, and examine how the administrations of Hitler, Mussolini, Hirohito, and Stalin prompted the outbreak of war. 2. Examine how antisemitism in the 19th century and Nazi ideas about race and nation led to the dehumanization and genocide of Jews in the Holocaust. 3. Analyze the major turning points of World War II in both the European and Pacific theatres (e.g., German invasion of Poland, North African Campaign, Battle of Midway, Battle of Stalingrad, D-Day Invasion, Battle of the Bulge, etc.). 4. Trace the geopolitical shifts following World War II, including the bi-polarization and independence movements of Europe. 5. Explain the political and geographic disputes that necessitated the creation of the United Nations (e.g., the Atomic Era, war crimes, "crimes against humanity", etc.).

Standard	Objectives
WH 10 | Cold War Analyze the period of post-World War II recovery and realignment, emphasizing the social, economic, and political effects of the Cold War.	1. Explain the origins and significance of the United Nations' Partition Plan, establishment of the modern State of Israel, and the reactions by surrounding countries 2. Analyze various economic, political, and military shifts of the post-World War II world (e.g., effects of the Truman Doctrine, the Marshall Plan in Europe and Southeast Asia, nationalism in Africa, détente in China, the fall of Communism in the Soviet Union, etc.). 3. Trace the development of the United States and the Soviet Union as the two Cold War Superpowers. 4. Compare and contrast American democracy and Soviet communism (e.g., expansionist efforts of the Soviet Union verses America's policy of containment, etc.). 5. Trace the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa (e.g., Fidel Castro in Cuba, Ho Chi Minh in Vietnam, Gamal Abdel Nasser in Egypt, etc.). 6. Explore the collapse of the Soviet Union (e.g., Russia's struggle for democracy, the impact of liberalism, perestroika (free markets), glasnost (openness), economic recovery brought on by Mikhail Gorbachev, Ronald Regan, Boris Yeltsin, etc.).

Standard	Objectives
WH11 | Contemporary World Debate the changing role of globalization in the contemporary world.	1. Examine social and political issues that helped advance civil and human rights (e.g., Mahatma Gandhi in India, Martin Luther King Jr. in the United States, Nelson Mandela in South Africa, etc.). 2. Examine OPEC's dominance over the world's oil market and its influence in determining the foreign policies of Middle Eastern nations (e.g., oil embargos, the Iranian Hostage Crisis, the Gulf Wars, etc.). 3. Analyze the aspects of modern domestic and global terrorism (e.g., the September 11th attack, the War in Afghanistan, the rise of ISIS, etc.). 4. Recognize the global impact of the internet (e.g., social media platforms and its influence on politics and social movements, immigrations, climate change, activism, the rise of global culture, etc.).

Spanish Standards-Grade 9

Mississippi Global Academy has outlined Exit Standards on page 18. of the Education Plan. Additionally, the school leader and curriculum team will work according to the curriculum timeline in Attachment 2 to develop and finalize Exit Standards for Grade 9.

LEVEL 2
(DEVELOPING)

DESCRIPTION OF LEVEL OF STUDY

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students should participate in simple, real-life conversational situations that incorporate learned elements of the language and culture. Students should compose sentences, which describe, compare, and summarize familiar topics from the target culture. Students should develop a better understanding of the similarities and differences between cultures and languages and examine the influence of the beliefs and values of the target culture(s).

Level 2 is characterized by language behavior that moves from imitative to reflective (i.e., a more thoughtful rather than automatic response to a situation or question). Students should begin to respond in more complete and purposeful ways to meet their practical needs.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The Standards, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other Standards throughout the school year. Standards provide a general outline of ongoing instruction, not isolated units, activities, or skills. The Competencies serve as a guide indicating how Standards can be fulfilled through a progression of content and concepts. Many of the Competencies are interrelated rather than sequential, which means that Competencies are not intended to be taught in the specific order in which they are presented. Multiple Competencies can and should be taught at the same time.

LEVEL 3
(TRANSITIONING)

DESCRIPTION OF LEVEL OF STUDY

Students should continue to expand their listening, speaking, reading, and writing skills as they access short literary texts, authentic materials, and media on familiar topics. Students should be able to initiate and maintain face-to-face communication in the target language. Students should continue to refine their knowledge and understanding of the target language and culture(s).

Level 3 is characterized by movement from reflective to interactive language behavior. Students should strive to act more independently in the target language to express thoughts.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The Standards, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other Standards throughout the school year. Standards provide a general outline of ongoing instruction, not isolated units, activities, or skills. The Competencies serve as a guide indicating how Standards can be fulfilled through a progression of content and concepts. School districts may write additional Competencies based upon the needs of the students at the local level.

Modern Languages COMMUNICATION - LEVEL 2

Communicating in languages other than English is at the core of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. There are three modes of communication: Interpersonal, Interpretive, and Presentational.

- **The Interpersonal Mode** is direct oral communication between individuals. The Interpersonal Mode incorporates the productive abilities of speaking and writing and the receptive abilities of listening and reading. This mode serves to promote the gaining of knowledge of cultural perspectives that govern interactions between individuals of different ages and backgrounds; furthermore, it recognizes that languages and cultures use different patterns of interaction and communication.
- **The Interpretive Mode** concentrates on the aspect of communication that focuses primarily on the receptive abilities of oral or written messages. This mode improves ability to analyze and compare content and assess linguistic and cultural differences.
- **The Presentational Mode** is productive oral or written communication. This mode focuses primarily on the productive abilities of speaking, writing, and presenting. Knowledge of cultural perspective governs interactions either between a speaker or writer and his/her audience.

Standards and Competencies:

1. **Interpersonal – Participate in conversations on a number of familiar topics using sentences and series of sentences. Handle short social situations in everyday situations by asking and answering a variety of questions.**
    a. Start and end conversations about familiar topics.
    b. Use the language to meet basic needs in familiar situations.
    c. Ask and answer questions, which demonstrate the ability to create rather than memorize. Request clarification, if needed.
    d. Exchange information about daily activities, interests, and hobbies in multiple time frames.

2. **Presentational Speaking – Present information on a variety of familiar topics using a series of sentences with enough accuracy to be understood by sympathetic listeners.**
    a. Talk about people, activities, events, and experiences in multiple time frames.
    b. Describe upcoming plans.
    c. Present songs, short skits, or dramatic scenes.
    d. Explain rules and give multi-step instructions.

3. **Presentational Writing – Write briefly about most familiar topics and present information using connected sentences in various time frames.**
    a. Write about people, activities, events, and experiences in various time frames.
    b. Write questions to obtain information, such as a questionnaire or survey.
    c. Write instructions about how to do or make something; give travel directions.
    d. Write about researched topics and topics of interest in multiple time frames.

4. **Interpretive Listening – Understand the main idea and some supporting details in messages or presentations on topics related to everyday life and areas of interest.**

    a. Understand spoken questions or statements on everyday topics within a conversation.
    b. Understand the basic purpose of a message.
    c. Understand messages and announcements related to basic needs.
    d. Understand the main topic of some overheard conversations.

5. **Interpretive Reading – Understand the main idea of texts related to everyday life and personal interests or studies.**
    a. Understand printed captions, website descriptions, and ads with the help of pictures or graphs.
    b. Understand messages related to topics of personal interest.
    c. Identify simple information needed to complete forms.
    d. Identify some information from news media.

Modern Languages CULTURES

The acquisition of another language focuses on how language and culture interact. This interaction enables the student to reflect on cultural patterns and consequently, gain insight into their own language and culture. Through the study of the target language, students examine the relationship amongst products, practices, and perspectives of the culture studied, thus empowering them to engage in direct interaction with members of other cultures. Culture reflects the philosophical perspectives, the behavioral practices, and the products (both tangible and intangible) of a society.

Culture may be understood to include three aspects of a society:

- **Practices** are patterns of socially accepted behavior and deal with aspects of culture (e.g., rites of passage, forms of discourse, social "pecking order," and use of space).
- **Products** are required or justified by the underlying beliefs and values of the culture studied. Products may be tangible (e.g., a painting, a piece of literature, a statue, etc.) or intangible (e.g., an oral tale, a dance, a sacred ritual).
- **Perspectives** are also justified by the underlying beliefs and values of the culture studied. Perspectives are intangible (e.g., attitudes, values, ideas).

Goal: Interact with cultural competence and understanding.

Standards

1. **Relating Cultural Practices to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**

2. **Relating Cultural Products to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**

Modern Languages CONNECTIONS

Connecting with other disciplines generates learning through additional bodies of knowledge provided by language learning that is not available to monolingual English speakers. Concepts presented in other disciplines are the basis for continued learning in the world language class. Language used in this manner helps students integrate what they have learned in other content areas with the material they learn in the target language. This holistic system shifts from teacher-directed to student-directed learning since the students use their developing language skills to go beyond the classroom setting and become life-long language learners.

- By working **Across Disciplines**, students reinforce and further their knowledge of multiple disciplines through the world language.
- Through **Added Perspectives**, language learners broaden the sources of information available to them.

Goal: Connect with other areas' disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Standards

1. **Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

2. **Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.**

Modern Languages COMPARISONS

Comparing different languages and cultures develops a broader worldview.

- Learning the linguistic elements in the new **Language** impacts the students' abilities to examine their own language and to develop hypotheses about the structure and use of languages.
- As students expand their knowledge of **Cultures** through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own cultures.

Goal: Develop insight into the nature of language and culture in order to interact with cultural competence.

Standards

1. **Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.**
2. **Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.**

Modern Languages COMMUNITIES

The use of the foreign language in the community and familiarity with the products and practices of the target culture foster cross-cultural understanding and enrich the community.

- Students come to realize the **Practical Applications** inherent in knowing other languages as a tool for communication.
- Students who study a language can use their skills to further **Personal Enrichment** by accessing various entertainment and information sources available to speakers of other languages.

Goal: Communicate and interact with cultural competence in order to participate in multilingual communities or at home and around the world.

Standards

1. **School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.**

2. **Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.**

Physical Education Standards-Grade 9

Mississippi Global Academy has outlined Exit Standards on page 18. of the Education Plan. Additionally, the school leader and curriculum team will work according to the curriculum timeline in Attachment 2 to develop and finalize Exit Standards for Grade 9.

GRADES NINE - TWELVE

Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate proficiency in numerous movement forms.	Students will participate in team and individual activities that allow them to practice, improve, and apply previously learned motor skills in activities taken from the suggested activity list.	**5, 12, 15**
Use technology to evaluate a variety of movement forms.	Students will use professionally prepared and teacher prepared videos and computer programs (i.e., aerobic videos, physical activity instructional videos, fitness testing software) to analyze and assess the improvement of their physical skills. ***FitnessGram*** **www.fitnessgram.net** ***Presidential Youth Fitness Program*** **www.presidentialyouthfitnessprogram.org**	**11, 3**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate proficiency in team-oriented skills	Have students participate in a tennis match. Students should display skills such as developing strategy, playing by the rules, scorekeeping, proper grip, force, etc.	**5, 11**
Improve upon a variety of advanced manipulative skills.	Have students demonstrate strategy while participating in activities such as racquetball, tennis, soccer, badminton, and/ or volleyball.	**11, 13**

COMPETENCY 1. SAMPLE LESSON PLANS

P-563 Track-Shot Put and Discus	**P-569 End of Year Fitness Testing**	**P-486 Jump Rope for Heart**
P-561 Track-Long Jump and Triple Jump	**P-844 Footwork and Change of Direction**	**P-435 Core Muscle Exercises**
P-560 Track-High Jump	**P-480 Take Your Medicine - Leg Exercises**	**P-434 Weight Room-Back Exercises**
P-557 Track-High and Intermediate Hurdles	**P-477 Short Response Drills**	**P-433 Weight Room-Leg Exercises**
P-556 Track-Relays	**P-476 Long Response Drills**	**P-432 Weight Room-Arm Exercises**
P-554 Track-Middle Distance	**P-475 Rapid Response Drills**	**P-431 Weight Room-Shoulder Exercises**
P-410 Jump into Plyometrics	**P-351 Soccer Drills-Trapping**	**P-413 Weight-Room Chest Exercises**
		P-305 Ultimate Frisbee-Freelance Throwing

2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, P, AP)

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify and analyze the movement skills of self and peers during various physical activities.	Using a teacher provided checklist or rubric; students will observe and evaluate the motor skills of peers in selected areas.	**2, 11**
Design self-improvement plan to achieve a higher skill level in a movement activity.	Video students during physical activities. Have students watch video and use the checklist/rubric to evaluate movement skills. Design activities to improve movement skills.	**2, 8**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Analyze peer performance on specific movement skills.	Have students create a rubric to observe and analyze the movement skills of two other students.	**2, 11**
Determine offensive and defensive strategies while participating in team and individual sports.	Have students demonstrate strategy while participating in activities such as racquetball, tennis, soccer, badminton, and/or volleyball.	**2, 5**
Use the outcomes of strategic decisions to encourage the improvement of personal performance.	Have students evaluate and document ways to improve their performance or the performance of their team following an activity.	**11,14,15**

COMPETENCY 2. SAMPLE LESSON PLANS

P-845 How to Punt	**P-824 Volleyball Serving Drill**	**P-650 BMI Check**
P-831 Kicking a Football	**P-778 Set Yourself Before You Wreck Yourself**	**P-649 What is Your Body Type?**
P-830 Receivers Routes-Angles	**P-777 Dig It?**	**P-645 How Active are You?**
P-829 Receivers Routes-Estimating Distance	**P-776 Would You Like Fries with that Serve?**	**P-644 Check Your Attitude**
P-828 Catching a Football	**P-775 Volleyball - The Basics**	**P-485 How Hard Are You Working?**
P-827 Football-Drive it	**P-653 Am I Eating Because I'm Sad?**	**P-484 FITT**
P-826 Mechanics of Throwing a Football	**P-458 Posture Check**	**P-481 Are You Alive?**
P-342 Running Lessons-Biomechanics of Jogging	**P-411 Antagonistic Muscle Groups**	**P-436 Applying Newton's First Law**
P-315 Soccer Drills-Long Kicks	**P-348 Fast Twitch Muscle Fibers vs. Slow Twitch Muscle Fibers**	**P-438 Applying Newton's Second law**
P-317 Soccer Drills-Inside the Foot Passing	**P-314 Disc Golf-Play**	**P-440 Applying Newton's Third Law**
P-318 Soccer Drills-Passing Using the Outside of the Foot	**P-313 Disc Golf-Rules**	
P-140 How Much Do You Eat?	**P-275 Ultimate Frisbee-Backhand Throw**	
P-132 A Quality Physical Education Program : Part I	**P-276 Ultimate Frisbee-Forehand Throw**	
P-133 A Quality Physical Education Program : Part II	**P-277 Ultimate Frisbee-Proper Catching**	
	P-278 Ultimate Frisbee-Hammer Throw	

3. Participates regularly in physical activity. (GM, L, F, C, L, S)

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Recognize the value of participating in vigorous activities over a sustained period of time.	Students will complete a weekly physical activity log that includes a minimum of 10 physical activities. It should include activities in a variety of settings. Have students write a one-page essay identifying behavior changes needed to continue a healthy active lifestyle.	**11, 15**
Establish personal physical activity goals based on previous assessments.	Assist students as they assess their fitness levels based on the five health related components of fitness (muscular strength, endurance, flexibility, aerobic fitness, body composition). Have students identify their weakest component and design a plan to improve it.	**3, 12**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in a variety of health-related movement activities, which encourages a lifetime of physical fitness.	Have students use different methods to monitor the five health-related components of fitness (muscular strength, endurance, flexibility, aerobic fitness, body composition) and identify any correlation in data that would indicate fitness.	**2, 3**
Select activities that promote a physically active lifestyle by determining the health and fitness benefits of team, dual, individual, and lifetime activities.	In order to demonstrate the knowledge of activities that promote a physically active lifestyle, students will select two activities that improve fitness levels in each of the health related components of fitness.	**2, 16**
Create a plan to maximize success in a variety of activities (i.e., picnic, camping trip, picking up litter, etc.).	Have students create a list of supplies and materials they would need to go on an overnight backpacking trip. Encourage them to execute the plan with family.	**5, 16**

COMPETENCY 3. SAMPLE LESSON PLANS

P-870 Agility-Rabbit Drill	**P-651 Skinfold Test**	**P-570 End of Year Fitness Testing**
P-871 Agility-Ball Toe Taps	**P-631 Is This Your Gym?**	**P-615 Crazy Fit Test**
P-565 Yoga-What is it?	**P-483 MHR**	**P-478 Push-up day**
P-567 OOOOMMMMMM.....That Hurts!!!	**P-479 Take Your Medicine-Shoulders**	**P-474 Get on the Ball-Core Stability**
P-470 Dynamic Stretching vs. Static Stretching	**P-469 So....How Strong Are You? Deadlift**	**P-146 Tour De France Project: Stage One - Time Trial**
P-457 Design Your Own Workout	**P-468 So... How Strong Are You? Shoulder Press**	**P-147 Tour De France: Stage Two-Intermediate Hills**
P-337 How Much Do You Walk In A Day?	**P-467 So....How Strong Are You? Squat**	**P-148 Tour De France Project: Stage Three – Flats**
P-338 Running Lessons-Finding Your Pace: Part 1	**P-456 So...How Strong Are You? - Bench Press**	**P-149 Tour De France Project: Stage Four - Big Hills**
		P-150 Tour De France Project: Stage

P-339 Running Lessons-Finding Your Pace: Part 2 **P-334 Walking Math** **P-156 History of the President's Physical Fitness Challenge**	**P-325 Soccer Drills-Dribbling Slalom** **P-160 Marathon Mania** **P-135 Keeping Daily Fitness Journals** **P-473 Get on the Ball-Leg Exercises**	**Five - Intermediate Hills** **P-151 Tour De France Project: Stage Six - Modest Hills** **P-152 Tour De France Project: Stage Seven - More Modest Hills** **P-155 Tour De France Project: Final Stage-Sprint**

4. Achieve and maintain a health-enhancing level of physical fitness. (F, L, C, AP)

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in a nationally recognized fitness test to assess personal fitness.	Complete the ***FITNESSGRAM*** ***www.fitnessgram.net*** or ***Presidential Youth Fitness Program*** **www.presidentialyouthfitnessprogram.org**.	**3**
Utilize various resources including technology to enhance personal fitness.	Students will use professionally prepared and teacher prepared videos and computer programs (i.e., aerobic videos, physical activity instructional videos, ***FITNESSGRAM***, **www.fitnessgram.net** fitness testing software) to analyze and assess the improvement of their physical skills.	**3, 12**
Design and participate in a personal fitness program.	Students will use fitness assessment data to plan a personal fitness program to increase the five health related components (muscular strength, muscular endurance, aerobic fitness, flexibility, and body composition).	**2, 11**

ATTACHMENT 5:
CALENDAR AND SCHEDULES



MISSISSIPPI GLOBAL ACADEMY | 2025-2026 CALENDAR

AUGUST '25

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

7/22-8/4 Teacher PD
05 First Day of School

19 Instructional Days

SEPTEMBER '25

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

01 Labor Day, Closed
04 Progress Reports
29-30 First Term Assessments

21 Instructional Days

OCTOBER '25

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

01-03 First Term Assessments
06-07 Fall Break, No Students
07 Teacher PD Day
17 Progress Reports

21 Instructional Days

NOVEMBER '25

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

13 Progress Reports
24-28 Thanksgiving Break

15 Instructional Days

DECEMBER '25

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

08-12 2nd Term Assessments
22-31 Winter Break, Closed

15 Instructional Days

JANUARY '26

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Winter Break, Closed
09 Progress Reports
19 M.L. King Day

19 Instructional Days

FEBRUARY '26

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

06 Progress Reports
13 Teacher PD Day
16 Presidents' Day

18 Instructional Days

MARCH '26

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

02-06 Third Term Assessments
09-13 Spring Break, Closed
20 Progress Reports

17 Instructional Days

APRIL '26

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

03-05 Easter Break
16 Progress Reports

20 Instructional Days

MAY '26

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

13-15 Fourth Term Assessments
21 Last Day of School
22 Last Day for Teachers
25 Memorial's Day, Closed

15 Instructional Days

JUNE '26

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

First/ Last Day of School
Holidays- school closed
Term Assessments
Progress/ Report Cards
Staff PD/ No school for students

180 instructional days total

Sample Daily School Schedules
Mississippi Global Academy

Mississippi Global's daily and weekly schedule provides students with robust academic instruction. Students will receive 7 hours and 25 minutes of instruction four days a week (Monday, Tuesday, Thursday, and Friday). On Wednesdays, students will receive 6 hours and 40 minutes of instruction. This exceeds the MDE requirement of providing students with 330 minutes of instruction per day or 27.5 hours per five-day week.

Student instructional blocks on Monday, Tuesday, Thursday, and Friday will be one hour long and include a 20-minute Advisory focused on social-emotional learning (SEL) utilizing the CASEL Framework. On Wednesdays, students' academic instructional blocks will be 50 minutes in length. Teachers will engage in 70 minutes of professional development following student dismissal.

All students will be offered after-school programming daily through the school's partnership with the Boys & Girls Club of the Mississippi Delta.

Sample Year-One 2025-2026 Middle School Daily Schedule

Example: Fourth Grade (three cohorts): 4/1, 4/2, 4/3
Fifth Grade (two cohorts) 5/1 and 5/2

Period	Advisory (SEL)	1	2	3	4	5	6
Science	All Students	4/1	PLAN	5/2	5/1	4/3	4/2
Math	All Students	4/2	4/1	PLAN	5/2	5/1	4/3
Social Studies	All Students	4/3	4/2	4/1	PLAN	5/2	5/1

Lunch							
English	All Students	5/1	4/3	4/2	4/1	PLAN	5/2
Spanish/ Global Citizenship OR Reading	All Students	5/2 (Reading)	5/1 (Spanish)	4/3 (Spanish)	4/2 (Spanish)	4/1 (Reading)	
Physical Education	All Students	PLAN	5/2	5/1	4/3	4/2	4/1

Special education teachers will engage in inclusion and resource room instruction according to each student's needs and teach select reading courses, thus reducing the student/teacher ratio to between 14:1 and 16:1.
Please note that Mississippi Global will follow Washington Global's model of providing students who are two or more grade levels below in reading with a comprehensive secondary reading course in lieu of taking Spanish until their skills improve. The school has estimated that 1-2 cohorts per grade level will receive a reading class in lieu of a Spanish class. Mississippi Global will adjust accordingly to meet student needs.

Sample Future High School Daily Schedule

Mississippi Global will develop its future high school schedule so that it will meet students' needs when the school expands to grade 9 by its fifth year of operation and ensure that students will be on track to earn all required Carnegie Units for graduation. Below is a sample schedule for a ninth-grade student. The school anticipates that students will not be cohorts in grades 9-12 to accommodate the variety of diploma tracks that Mississippi Global will offer. When used alongside the school calendar, this schedule provides students the opportunity to go beyond the required 140 hours (or 8,400 minutes) of instruction for a standard high school course.

Period	Time	Course
Advisory	*8:10 am- 8:30 am*	SEL

1	*8:35 am-9:35 am*	Algebra I
2	*9:40 am-10:40 am*	Biology I
3	*10:45 am-11:45 am*	Spanish 1
Lunch		
4	*12:25 pm-1:25 pm*	Mississippi Studies
5	*1:30 pm-2:30 pm*	English 1
6	*2:35 pm-3:35 pm*	Physical Education

Following the regular school day, all students in grades 4-12 will have the opportunity to participate in after-school programming provided by the Boys & Girls Club of the Mississippi Delta and other Mississippi Global-sponsored activities.

Draft Weekly Schedule

Monday, Tuesday, Thursday, Friday School Day Times

Breakfast	*7:45 am- 8:10 am*
Advisory	*8:10 am- 8:30 am*
Period 1	*8:35 am-9:35 am*
Period 2	*9:40 am-10:40 am*
Period 3	*10:45 am-11:45 am*
Lunch	*11:50 am-12:20 pm*
Period 4	*12:25 pm-1:25 pm*
Period 5	*1:30 pm-2:30 pm*
Period 6	*2:35 pm-3:35 pm*
Extracurricular Activities	*3:35 pm-6:30 pm*

Wednesday School Day Times

Breakfast	*7:45 am- 8:10 am*
Advisory	*8:10 am- 8:25 am*
Period 1	*8:30 am-9:20 am*
Period 2	*9:25 am-10:15 am*
Period 3	*10:20 am-11:30 am*

Lunch	*11:35 am-12:05 pm*
Period 4	*12:10 pm-1:00 pm*
Period 5	*1:05 pm-1:55 pm*
Period 6	*2:00 pm-2:50 pm*
Extracurricular Activities	*2:50 pm-6:30 pm*
Teacher Professional Development	*2:50 pm-4:00 pm*

ATTACHMENT 6:
ENROLLMENT POLICY



Attachment 6
Mississippi Global Academy Enrollment Policy

Mississippi Global Academy (Mississippi Global) has developed a comprehensive, equitable, and randomized enrollment policy that aligns with federal and state regulations, specifically MS Code §37-28-15 and § 37-28-23 (2020). The school is committed to fostering a welcoming environment that celebrates diversity and inclusion, which is reflected in our enrollment policy. Every aspect of Mississippi Global Academy's enrollment and recruitment practices will comply with Mississippi State and federal standards.

Core provisions of Mississippi Global's Enrollment Policy include:

1. **Nondiscriminatory Practices**

Mississippi Global will not discriminate during the lottery, admissions, or enrollment process and will not limit admission based on ethnicity, national origin, religion, gender, income level, disability, sexual orientation, proficiency in the English language, or academic or athletic ability, in accordance with MS Code §37-28-43.

2. **Underserved Students**

Mississippi Global will actively recruit students from underserved populations to ensure that at least 80% of the school's student body reflects the underserved composition of the school district per § 37-28-23 (2020).

3. **Application**

All prospective new Mississippi Global students are required to submit an application to apply for enrollment at the school. The application can be completed online, by mail, or in person. The application will request basic contact information for the student and parent/guardian, including:

- Student's Name
- Student's Grade
- Student's Date of Birth
- Parent/Guardian's Name
- Address
- Phone Number
- Email

The application will also ask for sibling information of students already attending Mississippi Global (if applicable). To ensure that the process is transparent and non-discriminatory, the application will not require parents/guardians to disclose their student's disability or race in compliance with MS Code §37-28-43.

4. **Application Timeline**

The application window will open each year on the last Monday in October. The application deadline will be the second Monday in March, with a lottery (see below) conducted on the last Friday of March. Upon receipt, the Director of Operations will manage the application process and timestamp each application, as required by MS Code §37-28-15.

5. **Admissions Preference**

Mississippi Global will grant enrollment preference to students enrolled in the charter school during the preceding school year and to siblings of students already enrolled in the charter school, as allowed by MS Code §37-28-15. An enrollment preference for returning students excludes those students from entering into a lottery. Per Mississippi Code §37-28-23(8)(c), Mississippi Global staff or Board members will receive admissions preference as long as the prospective students make up no more than ten percent (10%) of the charter school's total student population. Siblings of current students and children of staff/Board members will be drawn first in the lottery.

6. **School Lottery**

Mississippi Global will conduct a lottery meeting state law by being "equitable, transparent, randomized, and impartial" on the last Friday of each school year in March, as mandated by MS Code §37-28-15.

Mississippi Global's lottery is guided by the following protocols:

a. A third-party entity will conduct the lottery publicly on the last Friday of March. Each student's lottery draw will determine their status for the next school year.
b. All students who complete an application by the deadline of the second Monday in March and who are eligible to attend Mississippi Global per Mississippi law will be entered into the lottery.
c. The Admissions Preference protocols described above will be applied.
d. After the available seats are filled, Mississippi Global will develop a waitlist of students who were not selected in the lottery in the order in which their names were drawn.

Date	Action
Last Friday of March	Lottery Conducted
After Lottery Concludes - June 1*	Guaranteed Enrollment Period for Students Matched by Lottery
Last Friday in March - Ongoing	Waitlist Development

*If a parent or guardian is nonresponsive and does not enroll their student by June 1, the student's seat may be released to a student on the waitlist, as allowed by MS Code §37-28-15.

7. Enrollment Process

Following a student's admission to Mississippi Global, parents/guardians will be notified by email and/or US mail, and will receive a welcome phone call from school administration. According to Mississippi Code §37-28-23(1)(a) & (b), all Mississippi Global students must reside within the boundaries of the school district in which the charter school is located or reside within a District rated C, D, or F at the time of authorization or student enrollment. The notification will include the list of school forms and residency verification required to finalize enrollment.

Residency verification forms comply with 7 Miss. Code R. § 3-68.1 and include:

- Pay stub in parent/guardian's name
- Ownership of housing
- Property tax bill
- Current rental or lease agreement with parent/guardian's name
- Social Security, Benefit, or Entitlement official letters from government agencies
- Cable bill in parent/guardian's name
- Utility bill in parent/guardian's name

Residency requirements differ for students experiencing homelessness and will comply with federal and State law, including the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.). The school's Director of Operations will collect all enrollment packets/ residency and track the information in a secured document.

8. Waiting List

After a student has been placed on the waitlist, parents will be notified of their child's status by email and/or US mail and a phone call. Students will be pulled from the waitlist and notified of their space on a rolling basis as spaces become available. Families of students from the waitlist who are offered a space at the school will have two weeks from the date of acceptance to submit their enrollment paperwork.

9. Withdrawals

Mississippi Global strives to maintain a high student re-enrollment metric. However, If a parent/guardian requests to withdraw a student, the parent/guardian is required to sign a withdrawal form and provide that form to the Director of Operations. An exit meeting will be scheduled for any mid-year withdrawals.

Mississippi Global will work with all related parties to ensure a smooth transfer of the student's records. Students who withdraw must reapply through the application process in the event that they would like to return to Mississippi Global.

10. Pre-Admission Activities

All fully enrolled students will receive information about the school, including school policies and other guiding documents. The school will conduct an orientation program for new students in July of each year prior to the opening of school. The purpose of this orientation is to ensure that students are supported prior to beginning the school year.

ATTACHMENT 7:
DISCIPLINE POLICY



Attachment 7
Mississippi Global Academy
Student Discipline Policy

Mississippi Global Academy is committed to providing a safe, supportive learning environment where respect for self, others, and the school community is essential. This policy outlines the school's approach to maintaining an orderly environment focused on student growth and achievement in accordance with Miss. Code Ann. § 37-28-7 and the Mississippi Charter School Performance Framework.

Schoolwide Positive Behavioral Support System (SWPBIS): Mississippi Global will develop and implement a comprehensive and effective SWPBIS to promote its core ethos and a positive school culture. Implementing an SWPBIS system has been shown to increase student engagement, academic performance, and family involvement (Horner & Sugai, n.d.). For instance, research reveals that an effective SWPBIS system increases student performance while decreasing problem behaviors (Horner & Sugai, n.d.). Specifically, in an urban public middle school in the Midwest, SWPBIS significantly reduced office referrals and improved the students' learning environment (Lassen, Steele, & Sailor, 2006). Mississippi Global will institute a tiered SWPBIS that includes important elements identified by the U.S. Department of Education's Center on Positive Behavior Interventions and Supports to optimally support students (PBIS, 2024).

Mississippi Global's tiered SWPBIS is a tiered approach that is positive and developmentally appropriate and values equity and inclusivity. The SWPBIS system will include tier-one, universal support. Modeled on Washington Global's approach and utilizing best practices provided by the U.S. Department of Education's Center on Positive Behavior Interventions and Supports, this tier will include positive student recognition for adhering to school-wide and classroom expectations. Students will be set up for success by communicating and modeling these core expectations (PBIS, 2024). Students will receive positive incentives to encourage and acknowledge students' following expectations. This approach fits in with the CASEL SEL framework of establishing a safe, supportive student environment (CASEL, 2018). Data will be collected using a system, such as Panorama, and will be analyzed by school leadership. This, in turn, will promote consistency and motivation within the classroom.

Mississippi Global's tier one SWPBIS system will be influenced by Washington Global's system, which provides positive incentives for students who espouse the core WOLFPACK values and expectations:

- **W**orks Hard
- **O**n Time
- **L**eader
- **F**ollows Directions
- **P**repared
- **A**lways respectful
- **C**onscientious
- **K**ind

The WOLFPACK values and expectations align with the school culture ethos, promoting committed, inclusive, and engaged learners. The WOLFPACK values will serve as a model and can be customized and tailored by the founding school community.

Mississippi Global will ensure that the SWPBIS system is equitable and supports all students by including more intensive support for students who are unsuccessful with the universal SWPBIS. The more intensive next tier of support includes key strategies aligned with the U.S. Department of Education's Center on PBIS. It provides students with tools to follow classroom and school expectations successfully. Key strategies may include increased small group practice in self-regulation and social skills, increased opportunities for positive rewards, and increased pre-corrections (PBIS, 2024).

Students who require tier 3 support will receive intensive individualized support, such as a functional behavior assessment (FBA) and an individualized plan to support student behavior (PBIS, 2024). These interventions will help students develop the skills to improve academic and behavioral outcomes.

Communication and Collaboration with Stakeholders: Mississippi Global's culture of collaboration and open communication will ensure that the school's SWPBIS and positive school culture is communicated to all stakeholders, including families, students, and teachers. The applicant team is committed to ensuring that developing the school's strong culture is collaborative and that all stakeholders feel invested and have pride in Mississippi Global.

During the school's founding year, the school's leadership and applicant team members will lead a series of town hall meetings and other community events for all stakeholders. During these events, the school's leadership will communicate the school's core ethos and SWPBIS

to the stakeholders, receive input, and express why they are critical to the overall culture of Mississippi Global. Stakeholders will have opportunities to provide input and guidance, thus ensuring that the school's founding families are invested in developing the school's culture and future success.

In addition, the school's SWPBIS will be communicated to families through publication on the school's website, the Family and Student Handbooks, and to students and families during the school's orientation events.

Code of Conduct

Students are expected to conduct themselves in a manner that supports a positive school climate by:

- Demonstrating courtesy and respect for others
- Following classroom and school rules and procedures
- Attending classes regularly and arriving on time (Miss. Code Ann. § 37-13-91)
- Coming to school prepared and ready to learn
- Refraining from disruptive, intimidating, or unsafe behaviors
- Respecting school property and the property of others

Disciplinary Infractions

The following behaviors constitute a summary of potential infractions of the Code of Conduct and may result in disciplinary consequences, consistent with Miss. Code Ann. § 37-11-55 and Mississippi Board of Education Policy 7903:

<u>Minor Infractions</u>:

- Tardiness
- Classroom disruptions
- Dress code violations
- Minor defiance/disrespect
- Inappropriate language
- Public displays of affection

<u>Major Infractions</u>:

- Truancy and cutting class (Miss. Code Ann. § 37-13-91)
- Insubordination and open defiance
- Physical or verbal aggression/harassment
- Property damage or theft
- Possession of prohibited items (e.g. weapons per Miss. Code Ann. § 97-37-17)
- Alcohol, tobacco, or drug possession/use (Miss. Code Ann. § 97-32-9)
- Bullying, intimidation, or threats (Miss. Code Ann. § 37-11-67)

- Sexual harassment or misconduct (Title IX)

Disciplinary Actions

School staff shall investigate alleged Code violations through student conferences, interviews, and information gathering, ensuring due process per Miss. Code Ann. § 37-9-71. Potential actions include:

- Verbal warning
- Written warning notices
- Confiscation (Miss. Code Ann. § 37-11-53)
- Loss of privileges
- Detention or discipline setting
- Parent conferences
- Behavior intervention plan
- In-school or out-of-school suspension
- Disciplinary reassignment (Miss. Code Ann. § 37-15-287)
- Recommendation for expulsion (Miss. Code Ann. § 37-15-9)

Suspensions/expulsions are imposed per Miss. Code Ann. § 37-9-71 and Miss. Board Policy 7903 only after other measures are implemented. Actions are commensurate, age-appropriate, and reinforce positive behavior.

Limitations and Due Process

- Fundamental due process rights are upheld (Miss. Code Ann. § 37-9-71) through the following process:
    - Notice: Students will be provided with written notice of the alleged misconduct, outlining the specific charges and potential consequences. This notice will be provided in a timely manner and in a language understandable to the student and their parent/guardian.
    - Hearing: Students will have the right to a fair and impartial hearing before a trained designee who is not involved in the initial investigation. The student may be accompanied by a parent/guardian or other advocate during the hearing.
    - Opportunity to Defend: Students can present their version of events, provide evidence, and question witnesses.
    - Decision and Appeal: The hearing designee will issue a written decision outlining the findings and any disciplinary action taken. Students (and/or their parents/guardians) will be informed of their appeal rights to the school board if they disagree with the decision.
    - Specific Procedures:

        - Notice: The written notice will detail the specific section(s) of the school's code of conduct allegedly violated and provide information on the potential range of consequences associated with the violation.
        - Hearing Process: The hearing process will be outlined, including timelines for requesting a hearing, presenting evidence, and receiving a decision. This process will comply with the Mississippi Code's "substantial evidence" standard, meaning any disciplinary action will be based on reliable and credible evidence.
        - Confidentiality: The school will maintain the confidentiality of student disciplinary records to the extent possible under state and federal law.
    - Alignment with Mississippi Code 37-9-71:
        - This due process framework is designed to ensure that all disciplinary actions taken by Mississippi Global Academy comply with the requirements of Mississippi Code 37-9-71, which grants school superintendents and principals the authority to suspend or expel students for "good cause." Our goal is to ensure fairness, transparency, and a student's right to be heard throughout the disciplinary process.
    - Additional Considerations:
        - For students with disabilities, the school will comply with all applicable laws and procedural safeguards outlined in their Individualized Education Program (IEP) or Section 504 plan.
        - The school will provide training to staff on due process procedures to ensure consistent and fair implementation of this policy.
- Physical restraint/seclusion is limited (Miss. Code R. 7-3:38.13).
    - Definitions
        - Physical Restraint: The use of physical force, without any device or material, to restrict the free movement of a student's body. It does not include briefly holding students to calm them down or safely escort them.
        - Seclusion: The involuntary confinement of a student in a space where the student is physically prevented from leaving.
        - Positive Behavior Interventions and Supports (PBIS): A proactive system of behavioral supports designed to create a positive school culture and achieve social, emotional, and academic success for all students.
        - Proactive Strategies: Prevention and De-escalation
            - PBIS Implementation: The school will use a comprehensive PBIS framework to teach, model, and reinforce positive behavioral expectations across all school settings.

- Social-Emotional Learning (SEL): SEL programs will be integrated into the curriculum to help students develop skills in self-awareness, self-management, responsible decision-making, relationship-building, and conflict resolution.
- Early Identification and Intervention: Staff will be trained to identify signs of distress and intervene early to prevent behavioral escalation.
- De-escalation Techniques: Staff will receive training on effective de-escalation techniques such as verbal de-escalation, providing choices, and offering calming strategies.

- Use of Physical Restraint
  - Last Resort: Physical restraint will only be used as a last resort when a student poses an immediate danger of serious physical harm to themselves or others and all other less restrictive interventions have been exhausted.
  - Documentation and Training: All instances of physical restraint must be thoroughly documented, including the events leading up to the restraint, alternative interventions attempted, and the duration of the restraint. All staff involved in potential restraint situations must receive specialized training.
- Use of Seclusion
  - Prohibited: Seclusion is prohibited except in very limited circumstances where there is an immediate risk of serious physical harm to the student or others and all other less restrictive interventions have failed.
  - Limited Circumstances: If seclusion is deemed absolutely necessary, it must be used in a designated, safe area, and the student must be under constant supervision. Duration must be as brief as possible.
- Post-Incident Procedures
  - Debriefing: Staff involved in restraint or seclusion incidents will participate in a debriefing to review the situation, identify potential triggers, and discuss alternative strategies for the future.
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  - Behavior Support Plan: If a student requires multiple instances of restraint or seclusion, a comprehensive Functional Behavior Assessment (FBA) will be conducted, and a Positive Behavior Support Plan will be developed.
- Additional Considerations

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    - In accordance with the Mississippi Department of Education's guiding documents entitled, Procedures for State Board Policy 74.19, two key questions will be addressed during any Manifestation Determination meeting:
        - Was the student's behavior a direct result of their disability?
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    - Mississippi Global will utilize a range of PBIS to address student misconduct, including
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        - Detention
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- The Discipline Policy is reviewed annually for compliance (Miss. Charter School Performance Framework).

ATTACHMENT 8:
EVIDENCE OF COMMUNITY SUPPORT/DEMAND



Club Sites
Clarksdale – Cleveland
Greenwood – Grenada
Jonestown – Lexington
MVSU – Yazoo City

BOYS & GIRLS CLUBS
OF THE MISSISSIPPI DELTA

Administrative Office
501 W. Washington
P. O. Box 1718
Greenwood, MS 38930
662-219-0488
www.bgcmsdelta.org

May 2, 2024

Dear Mississippi Charter School Authorization Board:

It is with great enthusiasm that we submit this letter of support for Mississippi Global Academy application for a charter school in Bolivar County. As CEO of the Boys & Girls Clubs of the Mississippi Delta, our Board of Directors and I are pleased that Mississippi Global Academy will be a partner school with our organization. We are proud to work with them and believe their model and track record of success will greatly benefit Bolivar County.

Together, we will provide high-quality, after school and summer enrichment programs to the youth of Bolivar County. Students will have access to high-quality enrichment programming. The Boys & Girls Club of the Mississippi Delta offers homework and academic help, social emotional learning, workforce development, character and leadership development, recreation activities, and Unified Sports programming in partnership with Special Olympic Mississippi.

The Boys & Girls Clubs of the Mississippi Delta's partnership with Mississippi Global Academy will ensure that all students in the school have access to meaningful, safe, and engaging after school and summer programming. My team and I have met with the Mississippi Global applicant team to begin to plan and align programming.

The Mississippi Global Academy will provide parents throughout Bolivar County with a high-quality educational option. Mississippi Global's applicant team has deep knowledge and experience of founding and operating an award-winning charter school that offers robust after school and summer enrichment options. I recommend that this school be approved so that it can begin to educate the youth of Bolivar County.

We are eager to work with Mississippi Global Academy in our efforts to reach the children of Bolivar County and enable all of them, particularly those who need us most, to become caring, productive, and responsible citizens.

Sincerely,

David Dallas, CEO

Board of Directors
Edward Johnson, President – Bethany Tarpley, Vice-President - Dorothy Jones, Co-Treasurer – John Wallace, Co-Treasurer - Michie Cotton, Secretary - Leigh Anne Adams - Rose Daniels - William Edwards - Rosalyn Griffin - Robin McCrory - Doreen Muzzi - John M. Nabors – Michael Portner - Lakiesha Richardson - Ieasha Roberson - Robert Spiller - Burns Strider - Shelley Walker, Area Council Liaison

Boys & Girls Clubs of the Mississippi Delta is an IRS certified 501(c)(3) youth serving organization.
Consult your tax advisor about impact on your tax return **Tax ID # 45-0469376**

Mississippi Global ACADEMY

Meet & Greet

Pastor Tony Anderson

invites you to

learn about **Mississippi Global Academy**, a new and prestigious school coming soon to Bolivar County!

When: Saturday, August 17, 2024

Where: AZION MISSIONARY BAPTIST CHURCH

626 Moody Rd, Mound Bayou, MS

To Whom It May Concern,

This letter is in support of Mississippi Global charter application. I am excited that another high quality choice is being added for the students of Mississippi.

Mississippi Global is being developed by using Washington Global Public Charter School's award-winning model through the Global Public Charter Foundation. Washington Global has been recognized as an award-winning, US Department of Education School model. Bringing Mississippi Global to the students of Bolivar County will provide access to this outstanding, proven model which, in turn, will support student academic growth and proficiency.

Washington Global has been an Achievement Network partner school since their founding, so we have had the pleasure of being alongside them as their model has developed. Washington Global offers a robust academic program designed to equip students with the knowledge and skills necessary to succeed. Washington Global's academic program is molded to meet the needs of diverse learners and strives to support and challenge all students regardless of their backgrounds. In addition to their rigorous academic program, their focus on diverse cultures and customs prepares students to become global citizens.

One of the most important things we can do for our children is to ensure they have access to high quality schools. Mississippi Global would provide that additional choice for our students.

Sincerely,
Dr Tisha White



Vice President of School Services
ANet

May 22, 2024

To Whom It May Concern,

I am writing to express my strong support for the opening of Mississippi Global Academy. As a dedicated member of our community, I am deeply concerned about the significant challenges our current schools face, including overcrowding, low academic performance, difficulties in teacher retention, and limited extracurricular activities.

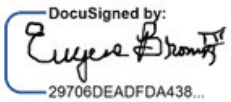
Academic performance in our district has been below desired levels, requiring immediate and innovative solutions. A new charter school can introduce specialized curricula and teaching methods tailored to improve student outcomes, offering a fresh approach to education that can inspire and engage students more effectively.

Teacher retention and recruitment have also been ongoing challenges for our district. By offering a supportive and well-resourced environment, a new charter school can help attract and retain talented teachers, ensuring our students have access to the best possible instruction.

Extracurricular programs are essential for fostering well-rounded individuals, and a new school could allocate resources to offer a variety of activities that enrich our students' educational experiences.

In conclusion, I wholeheartedly support this initiative and believe it will greatly benefit our children, families, and the community as a whole.

Thank you for considering my perspective on this important matter.



Eugene Brown, III

Eugenebrown@sunflowerk12.org

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Greetings,

It is with great enthusiasm that I write to express my support for the opening of a new charter school Mississippi Global Academy. Having a new charter school join the West Bolivar Consolidated School District is a step toward making great advancements for our community. It is no secret that for some time now our schools have been performing below grade level for a variety of reasons. After learning about Mississippi Global Academy, I believe in their model for academic excellence, and the hope for real advancements for our students.

I am encouraged to know that Mississippi Global Academy will make teacher retention and recruitment a priority. We all know that teachers are one of the greatest resources our students will have as they grow. Unfortunately, overcrowded classrooms and the lack of resources often makes it difficult to keep highly-qualified teachers. However, Mississippi Global Academy is planning to establish a supportive teaching, and learning environment that I know will have teachers from near and far wanting to join this school community. Having qualified, diverse, supportive and dedicated teachers will ensure that our students have any and all opportunities provided to them as they become productive citizens.

Thank you for reading my letter, and hearing my heart. I truly believe in Mississippi Global Academy. We are in a great position for change and I believe that our community will be happy to see the advancements for our students.

DocuSigned by:
ADEAF95E1EA84A1...

Jori Anderson

Jorianderson46@gmail.com

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May 23, 2024

To Whom It May Concern,

I am writing to express my enthusiastic support for the opening of Mississippi Global Academy. Having a new charter school in Bolivar County would be a major benefit for our community. When I learned about Mississippi Global Academy I was immediately interested and wanted to learn more about their plans and programs.

I am excited for Mississippi Global Academy's outstanding school model. I learned that the model includes rigorous academic classes, foreign language classes, and service learning. I believe that these academic programs would benefit the youth of Bolivar County and the community. The fact that this charter school will be using the model of a highly successful U.S. Department of Education Blue Ribbon school shows that it works. .

I am hopeful that Mississippi Global Academy will be approved. I am confident that the addition of this school in our community would benefit the youth of Bolivar County.

Sincerely,

DocuSigned by:
C5C836760DFA4A7...

Tatiana Robinson

tatiana.janae12301@gmail.com

DocuSign Envelope ID: C2855960-C9F7-42E4-93B0-39FDEC53F471

To Whom It May Concern,

I am writing to express my sincere support for the opening of Mississippi Global Academy. Having a new charter school in the West Bolivar Consolidated School District would be a major advancement for our community. Over the past few years watching the decline and drastic changes that have affected our children's opportunities to learn and grow has been disheartening. When I learned about Mississippi Global Academy I was immediately interested and wanted to learn more about their plans and programs.

While I could go on and on about the deficiencies of our local schools, I would rather focus on the great things that led me to support Mississippi Global Academy. The fact that this charter school will be using the model of a highly successful U.S. Department of Education Blue Ribbon school is outstanding. Also, having the opportunity to create such a prestigious learning environment in this community would be historical. After learning that their focus is small class sizes, technology for all students, before and after school programs, made my heart so glad to support this endeavor.

Finally, please receive this letter as my full support for Mississippi Global Academy. I am confident that as others learn about the great things that this school will do for our children and the community, there will be a great level of support.

DocuSigned by:
Meta H. Anders
F49148AC46A541C...

META ANDERSON

metaanderson@ymail.com

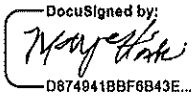
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I am writing to express my strong support for the opening of Mississippi Global Academy.
As a member of our community, having an opportunity to support the opening of a school that will bring so many new opportunities is awesome.

Unfortunately, many of our schools are struggling which is evident by the data that shows poor academic growth, difficulties maintaining teachers, and lack of funds to support these challenges. After learning about the programs, and vision that Mississippi Global Academy has for the students, I know it will benefit them and the community as a whole.

Our children should have every opportunity afforded to them to succeed, grow, learn and explore all that our world has to offer them. With the award winning model that Mississippi Global will follow I am excited because I am confident that they will eliminate issues like overcrowding, the lack of technology, and opportunities to expand their learning beyond their community.

Again, I believe in Mississippi Global Academy. I am confident that as other community members learn about this great opportunity for our children there will be overwhelming excitement.

DocuSigned by:

D874941BBF6B43E...

Maya Anderson

mayameshelle@gmail.com

I, Vanessa Hardrow would think it will be nice because their is so many talented, smart Kids in the District. Public Schooling is okay but a STem school has more learning strategies. I am interested because my daughter a Straight A student will be in fourth grade when the school opens.

Vanessa Hardrow

Vanessa Hardrow
773-399-0151

I, Alveola Phillips,

Store manager of five below.

Writing to say that I am supporting Mississippi Global. It is for a great cause for the kids in the community. I think this is a wonder ideal and will be a great experience for the families in the Ms Delta.

- Alveola Phillips

662-641-6542

ATTACHMENT 9:
LEADERSHIP TEAM QUALIFICATIONS



Instructional Coach

Mississippi Global Academy, a nonprofit charter school in the Mississippi Delta, is recruiting an Instructional Coach to work with our teachers and students to ensure students are receiving MS CCRS-aligned lessons and to improve overall student performance. Mississippi Global is seeking motivated staff who are committed to the school's mission and will bring professionalism, collaboration, and dedication to the school environment.

All staff are expected to work collaboratively within our professional learning community (PLC).

JOB RESPONSIBILITIES

- Instructional Leadership
    - Ensures a positive and appropriate learning environment that is stimulating, active, safe, and respectful and that incorporates a global focus, service learning, and project-based instruction
    - Monitors and supports activities of the instructional staff to ensure that classroom instruction and student achievement are consistent with the School's mission, core values, and academic goals
    - Models quality instruction and pedagogical strategies that are consistent with the School's mission, core values, and academic goals
    - Provides feedback on the performance of instructional staff as directed by the Principal
    - Collaborates with school leadership to provide effective feedback to teachers utilizing Danielson's model
    - Leads/Co-teaches courses as needed
- Assessment
    - Collaborates with school leadership to manage a coherent, comprehensive assessment program that tracks student progress and identifies students' strengths and weaknesses
    - Analyzes and communicates to the entire school community school-wide student performance on standardized tests as directed by the Principal
    - Supports instructional staff in using a range of assessment tools, such as performance, norm-referenced, criterion-referenced, portfolio, and survey.
- Professional Development
    - Serves on the professional development team, helping to plan school-wide and individual professional development plans for all teachers to ensure that they obtain and maintain the knowledge and skills necessary to achieve the School's goals
    - Identifies material and human resources to support the professional program
- Academic Program Support
    - Maps and manages school curriculum
    - Collaborates with Achievement Network to effectively support teachers and other instructional staff
- Other duties as assigned

REQUIREMENTS

- Bachelor's degree in Education or a related field; Master's degree preferred
- Minimum of 3 years of teaching experience, with a track record of effective instruction and student growth
- Expertise in content-specific pedagogy and instructional strategies
- Strong skills in data analysis, coaching, and providing constructive feedback
- Ability to build trusting relationships with teachers and support their professional growth

SUPERVISORY REQUIREMENTS

This position has no supervisory responsibilities.

Mississippi Global is an Equal Opportunity Employer, and is a drug-free workplace. Salary is competitive and commensurate with experience. Mississippi Global provides a comprehensive benefits package, including medical, dental, vision, 401k, and long-term disability insurance.

Director of Operations

Mississippi Global Academy, a nonprofit charter school located in the MS Delta, is recruiting a Director of Operations, an integral school leadership role. Mississippi Global is seeking a motivated, detail-oriented individual who will carry out the school's mission and bring professionalism, collaboration, and dedication to the school environment.

JOB RESPONSIBILITIES

- Act as the HR Department on all HR-related items, including but not limited to:
    - Recruitment and Staffing
    - Employee Relations
    - Policies and Procedures
    - Compliance
    - Benefits Administration
    - Training and Development
    - Payroll
    - Vendor Management
- Manage student enrollment and work closely with the Principal to ensure 100% compliance with the enrollment audit
- Manage compliance, including student attendance, school reports required by the State and authorizer, and other compliance pieces as directed by the Principal. The employee's role will be instrumental in ensuring our school operates within the necessary guidelines.
- Collaborate with the Principal to develop and communicate key policies for the school
- Oversee the National School Lunch Program, which will include all food orders and compliance
- Manage Operations Associate
- Lead Student Recruitment Team on marketing materials for student recruitment
- Streamline process for various systems, including but not limited to:
    - Student Computers
    - Field Trips
    - Supply Ordering
    - Virtual Visits

- Oversee all facilities-related activities
- Manage student transportation
- Oversee the management of school technology
- Assist in the management of front office duties to ensure that they are streamlined
- Manage teacher supplies along with other operations staff
- Assist in managing health and safety compliance for the school
- Serve as an essential worker for the school
- Manage the school's website and social media
- Other duties as assigned

REQUIREMENTS

- Bachelor's Degree is required
- Five years of experience in school operations
- One to two years of direct supervisory experience required
- Proficiency in Microsoft Excel and Google Office required

SUPERVISORY REQUIREMENTS

This position has supervisory responsibilities.

Mississippi Global is an Equal Opportunity Employer, and is a drug-free workplace. Salary is competitive and commensurate with experience. Mississippi Global provides a comprehensive benefits package, including medical, dental, vision, 401k, and long-term disability insurance.

Dean of Students
School Year 2024-2025

Mississippi Global Academy is recruiting a Dean of Students to provide behavioral support to our students for the 2024-25 school year. Mississippi Global is seeking motivated staff that are committed to the school's mission and will bring professionalism, urgency, and dedication to the school environment.

All staff are expected to work collaboratively within our professional learning community (PLC).

JOB RESPONSIBILITIES

- History of delivering effective research-based behavior management with students in various settings, including inclusive and self-contained environments
- Collaborate to implement a School-wide Positive Behavior Management and Support System
- Manage the School's student behavior management protocols for grades 4 through 9 under the direction of the Principal
- Provide resources for staff and teachers to utilize in the classroom to implement SWPBIS
- Effectively communicate with students, parents, teachers, staff members and other stakeholders
- Support the school wide Positive Behavior Support System by managing all school culture initiatives (i.e., School Store, incentive-based events)
- Develop and lead professional development sessions on student behavior management, school culture and school climate
- Work closely with the Principal in managing our behavior tracking system for all students
- Manage before and/or aftercare program, and lead or assist with cell phone collection and/or distribution
- Collaborate with community and after school partners
- Collaborate with teachers and staff to help improve school culture, school climate, student engagement and behaviors
- Promote family engagement by developing a partnership with parents/guardians through ongoing positive communication and other activities that encourage active participation in student learning
- Demonstrate dedication to the Professional Learning Community (PLC) by supporting school-wide initiatives and programs
- Other duties as assigned

REQUIREMENTS

- Possession of a valid state certificate endorsed in school administration (Mississippi Code 486)
- Bachelor's Degree is required, Master's Degree is preferred
- Three or more years of experience

- Experience with implementing behavior intervention programs and SWPBIS
- Demonstrated ability to work with students and families from diverse backgrounds

SUPERVISORY REQUIREMENTS
This position has/has no supervisory responsibilities.

Mississippi Global is an Equal Opportunity Employer, and is a drug-free workplace. Salary is competitive and is commensurate with experience. Mississippi Global provides a comprehensive benefits package, including medical, dental, vision, 401k, and long-term disability.

Special Education Coordinator
School Year 2027-2028

Mississippi Global Academy is recruiting a SPED Coordinator to provide special education support to our students and special education compliance for the 2027-2028 school year. Mississippi Global is seeking motivated staff that are committed to the school's mission and will bring professionalism, urgency, and dedication to the school environment.

All staff are expected to work collaboratively within our professional learning community (PLC).

JOB RESPONSIBILITIES

- Communicate regularly with the Principal about the student population, the evolution of the Special Education program, and professional development needs.
- Conduct special education teacher evaluations.
- Manage special education compliance commensurate with federal law and MDE policies and practices.
- Provide to the Principal regular updates on student and staff demographics, program development, and any concerns regarding compliance with special education law and regulations.
- Maintain current demographics and documents regarding all students on IEPs, as well as those in the referral process (development, updating, annual reviews, and triennials).
- Manage special education staff and related service providers within the school as well as manage parent communications and support sessions regarding their child with special needs.
- Provide the Principal and other decision makers in the school with information regarding relevant federal, state and local regulations governing special education, including placements, timelines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards.
- Refining curriculum approaches and materials to increase students' involvement and progress.
- Establish working relations with colleagues, developing effective systems for communication about students with special needs, including meeting regularly with teachers and focusing on instruction, as well as collaborating with teachers individually.
- Provide ongoing support for classroom teachers to ensure students' needs are being met.
- Collaborate with Special Education Teachers and General Education Teachers on supportive instruction, strategic modeling, and tailored instructional materials
- Demonstrate dedication to the Professional Learning Community (PLC) by supporting school-wide initiatives and programs
- Other duties as assigned

REQUIREMENTS

- Possession of a valid state certificate endorsed in school administration (Mississippi Code 486)
- Supervision, either Elementary, Secondary, or Special Subject; five years successful educational experience, three years of which have been in administrative or supervisory roles, two of which involve classroom instruction
- Knowledge of exceptional education and gifted services
- Expert knowledge of federal laws governing special education services

SUPERVISORY REQUIREMENTS
This position has/has no supervisory responsibilities.

Mississippi Global is an Equal Opportunity Employer, and is a drug-free workplace. Salary is competitive and is commensurate with experience. Mississippi Global provides a comprehensive benefits package, including medical, dental, vision, 401k, and long-term disability.

Assistant Principal
School Year 2028-2029

Mississippi Global Academy is recruiting an Assistant Principal to provide academic support to our students for the 2028-29 school year. Mississippi Global is seeking motivated staff that are committed to the school's mission and will bring professionalism, urgency, and dedication to the school environment.

All staff are expected to work collaboratively within our professional learning community (PLC).

JOB RESPONSIBILITIES

- Vision & Goals
  - Support development of the school-wide vision and work towards achieving these goals with the whole school.
  - Support School Leader in upholding excellence with systems that support vision
- Collaboration
  - Collaborate with principal and leadership team in determining school and team priorities
  - Support teachers in planning and prioritizing their time
- School Culture
  - Lead an affirming and joyful culture for students; monitor, follow in and refine SWPBIS systems
  - Work with staff and families to build an inclusive school environment for special populations
  - Plan for and predictably respond to student behavior that doesn't meet school culture expectations; follow up with teachers to coach and empower them to plan and respond more effectively next time
  - Maintain calm and poise in unpredictable, potentially stressful, situations with students
- Instructional Leadership
  - Communicate and invest teachers and staff in a clear, inclusive instructional vision for all students; follow through on all instructional commitments
  - Collaborate with instructional coaches to support teachers with clear, meaningful, and realistic unit and lesson internalization strategies while simultaneously growing teacher understanding of curriculum, pedagogy, standards, and assessments
  - Conduct teacher evaluations, both formal and informal
  - Support in the development and implementation of level/subject's curriculum

- Develop & Manage
  - Support the school leader in communicating and implementing the teacher evaluation framework
  - Conduct formal and informal teacher observations
- Hire & Retain

    - Actively and regularly communicate with Principal about progress, strengths, areas of growth, and potential trajectories of individual team members
    - Assist Principal in hiring
- Operations Management
    - Support the leadership team in executing school operational systems such as arrival and dismissal, lunch duty and transportation
- Other duties as assigned

REQUIREMENTS

- Possession of a valid state certificate endorsed in school administration (Mississippi Code 486)
- Master's Degree required
- Three or more years of experience
- Experience with implementing behavior intervention programs
- Demonstrated ability to work with students and families from diverse backgrounds

SUPERVISORY REQUIREMENTS
This position has/has no supervisory responsibilities.

Mississippi Global is an Equal Opportunity Employer, and is a drug-free workplace. Salary is competitive and is commensurate with experience. Mississippi Global provides a comprehensive benefits package, including medical, dental, vision, 401k, and long-term disability.

ATTACHMENT 10:
SCHOOL LEADER QUALIFICATIONS



School Leader- Mississippi Global Academy
Founding Principal 2024-2025

Mississippi Global Academy (Mississippi Global), a newly founded 501(c)(3) nonprofit charter middle school, is recruiting a Founding Principal to serve as the founding School Leader of Mississippi Global Academy. Mississippi Global will be located in Bolivar County, MS and is based on an award-winning public charter school model.

Mississippi Globall utilizes a rigorous, internationally focused academic and cultural curriculum that integrates project-based learning, service learning, technology, blended learning, research-based academic intervention programs, and language acquisition to develop enterprising and competitive global citizens.

Mississippi Global is seeking a motivated, committed, and experienced school administrator to serve as the founding leader at an inspiring and innovative educational institution based on an award-winning model. The Founding Principal must be committed to closing the opportunity gap. The Founding Principal will be the school leader overseeing program development and implementation, academics, school operations, and fostering/sustaining connections with the community.

JOB RESPONSIBILITIES

The Founding Principal is the school's leader and is responsible for fulfilling the school's mission and vision. The Founding Principal will achieve strong academic outcomes and foster a healthy school community that focuses on well-being, inclusion, and promoting social justice. Additionally, the Founding Principal will strive to build a lasting and sustainable organization by developing a pipeline of future leaders and creating systems for the ongoing retention and development of outstanding school teachers and staff.

Initial Responsibilities of the Founding Principal will include, but are not limited to:

- School Founding Leadership: Serve as the Founding School Leader for Mississippi. Effectively collaborate with stakeholders during the charter approval process and initial approval of the school. Build collaborative community, academic, and operations partnerships. Engage effectively with all stakeholders, including but not limited to the school's Board, ESP, authorizers, financing entities, city, and state education bodies. Lead student, teacher, and staff recruitment efforts. Lead efforts to ensure that effective school policies and procedures are in place. Assist with all critical components needed to successfully lead a new school through and beyond its initial years of operation.
- Organizational Leadership: Serve as the head of Mississippi Global Academy, reporting to and developing a high-functioning relationship with the School's Board of Directors. Collaborate to develop and meet organizational goals. Lead school administrators, teachers, and staff in developing a positive school culture aligned with the school's mission, vision, and values. Create a culture of

academic excellence, inclusion, and collaboration amongst the entire school community.

- Academic Leadership: Hire, manage, evaluate, and develop a team of committed educators capable of closing the opportunity gap and fostering academic excellence. Oversee the school's curriculum development and implementation, which will include a rigorous and engaging curriculum in all subject areas following the model provided by the school's ESP. The Founding Principal will develop educators to utilize research-based teaching methodologies, engage in differentiation, and ensure that instruction is data-driven. Collaborate with teachers and other educators to improve their teaching practice through professional development, coaching, and collaborative planning. Oversee academic scheduling, assessments, distance learning, and curriculum. Supervise the management of Mississippi Global's special education program, mental health services, and 504 plan (disability) obligations, including the special education department;
- Talent Management: Recruit, select, hire, and retain school staff, including teachers and school-based support staff. Continually monitor progress on all measures of school and staff performance using the evaluation framework provided by the Board. Provide supervision, training, and evaluation of all staff. Inspire a team that values diversity and inclusion to create and sustain a high-performing, equitable school environment that achieves the school's goals. Engage in leadership coaching and value constructive feedback to improve.
- Operations and Compliance Leadership: Provide leadership for the development and implementation of all school policies, including but not limited to health and safety, financial, operational and academic. Oversee all student recruitment and enrollment policies and activities. Manage operations staff to ensure that student transportation, food, and health services.
- Community Outreach: Serve as the school's liaison between the school's employees, families, and the community to create a welcoming and fully enrolled school community. Exhibit a high degree of professionalism in all elements of this position while serving as a contributing member of the Mississippi Global Academy team and a dedicated role model for other employees. Form and maintain critical community partnerships and liaison with the community as necessary, serving as the face and the voice of the organization.

This Job Description may be modified at any time at the discretion of the Global Public Charter Foundation.

REQUIREMENTS

- Mississippi Certified Administrator
- Master's degree
- Three or more years as a classroom teacher AND
- Three or more years of academic leadership experience, including roles such as Chief Academic Officer, Principal, Assistant Principal, Instructional Coach, etc.
- Supervisory experience, preferably of teachers and other instructional staff, is required
- Teaching or school administration experience in Mississippi is preferred

- Demonstrated ability to work with students and families from diverse backgrounds
- Evidence of significant professional achievement

SUPERVISORY REQUIREMENTS
This position has supervisory responsibilities.

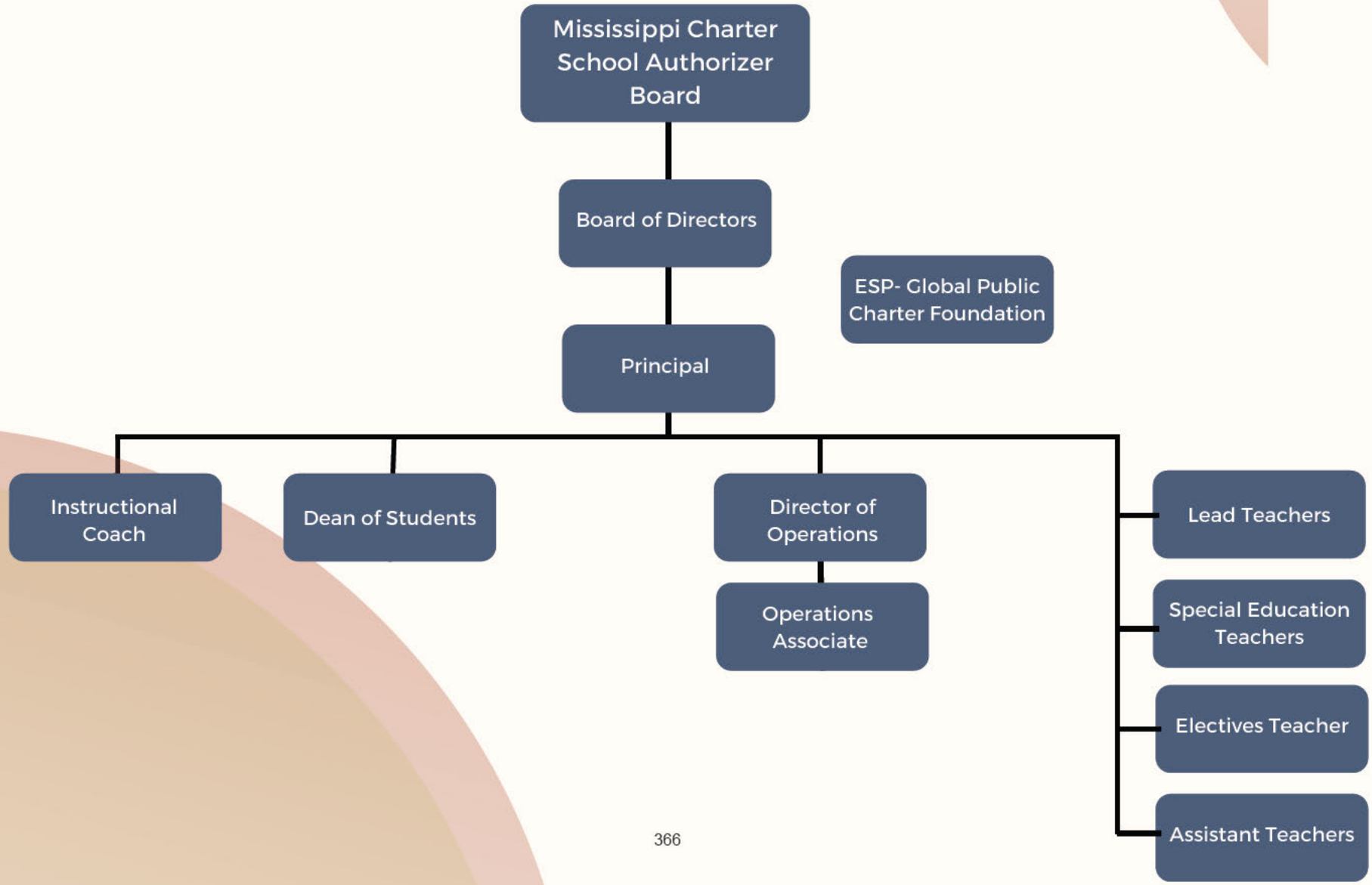
Mississippi Global is an Equal Opportunity Employer and a drug-free workplace. Salary is competitive and commensurate with experience. The school provides a comprehensive benefits package.

ATTACHMENT 11:
ORGANIZATIONAL CHARTS



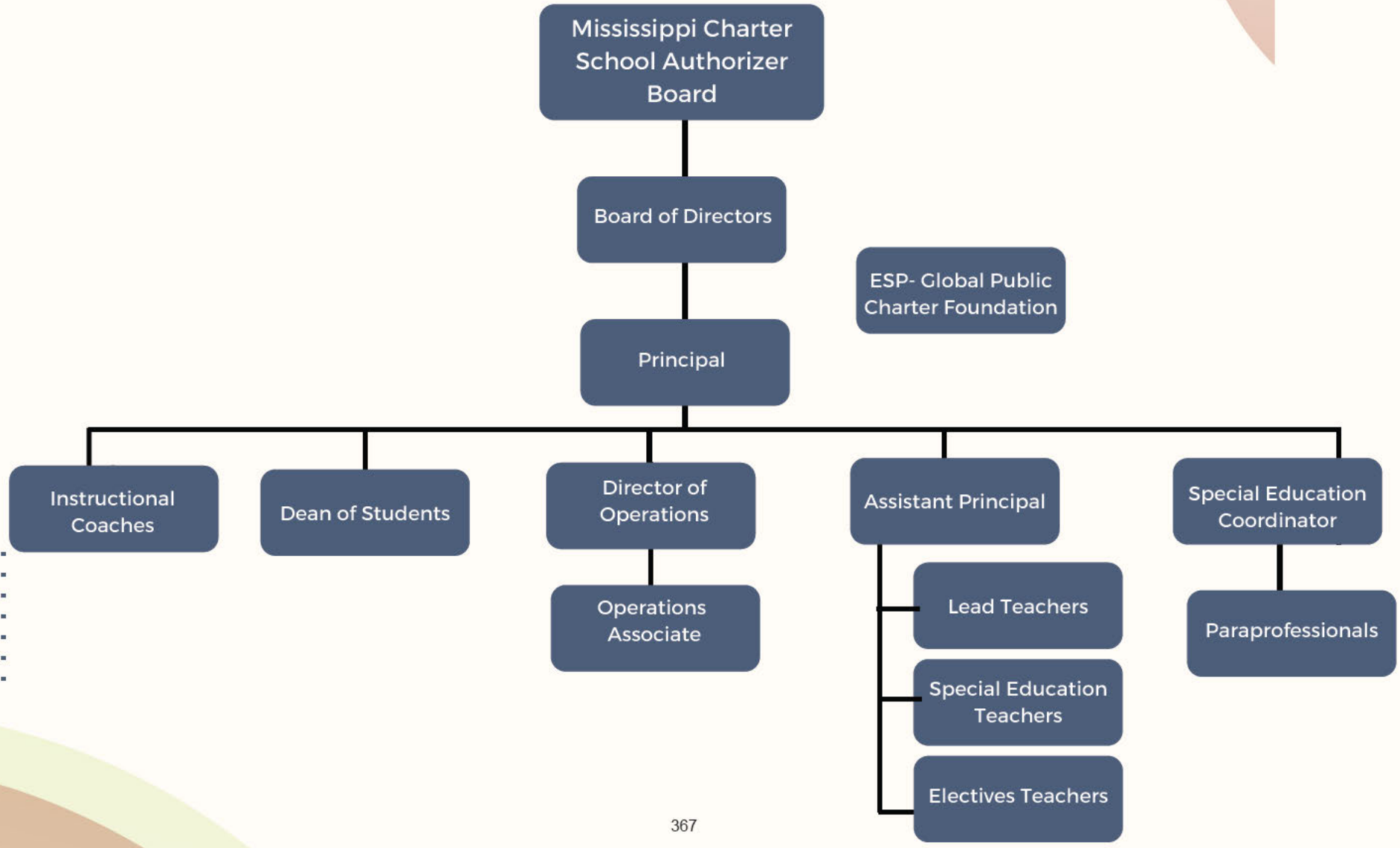
Mississippi Global ACADEMY

Organizational Chart - YEAR 1



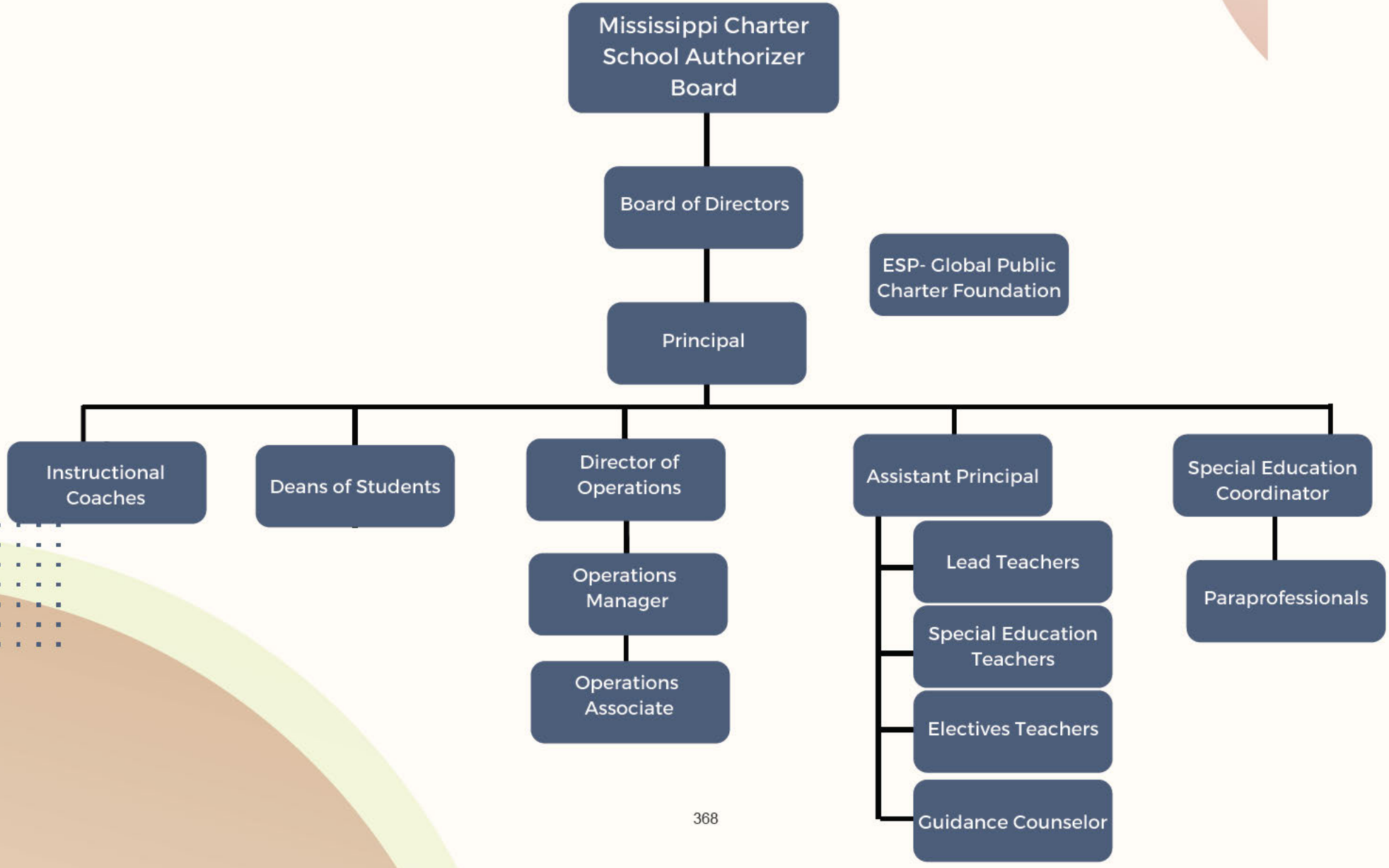
Mississippi Global ACADEMY

Organizational Chart - YEAR 5



Mississippi Global ACADEMY

Organizational Chart - Full Capacity



ATTACHMENT 12:
BOARD DOCUMENTS



Proposed BYLAWS

Mississippi Global Academy

ARTICLE 1
NAME AND PURPOSE

Section 1.01. Name. The name of the organization is Mississippi Global Academy ("Organization" or "Mississippi Global").

Section 1.02. Objectives and Purpose. The Organization is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Specifically, the Organization shall establish and operate one or more Charter Schools in accordance with the Mississippi Public Charter Schools Act of 2013 (Mississippi Code Annotated § 37-28-1 et. seq.), as amended, restated or replaced from time to time (the "Charter Act") and any future charter school authorizers (collectively, the "Charter Authorizers"). The Organization is organized to engage in any activity, and to exercise any and all powers, rights and privileges, afforded a not-for-profit corporation under the Mississippi Nonprofit Corporation Act, as amended from time to time (the "Act"). The Organization may engage in all activities proper under applicable law, provided such activities are not inconsistent with the Act, the Bylaws, the Charter Act, or the requirements of the Charter Authorizers. The managing of the business and regulation of Organization affairs shall be consistent with the Bylaws.

The Organization is organized to engage in any activity, and to exercise any and all powers, rights and privileges, afforded a nonprofit corporation under the Act; provided, however, that the Organization shall not carry on any other activities not permitted to be carried on by any of the following: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the code, or any corresponding provision of any future federal tax laws; (b) a corporation to which contributions are deductible under Sections 170(c)(2), 2055(a), and 2522(a) of the Code, or any corresponding provisions of any future federal tax laws; or (c) a nonprofit corporation organized under the laws of the State of Mississippi pursuant to the Act or the Charter Act. The Organization shall not discriminate with respect to admissions to its Charter School(s) on the basis of race, creed, color, national origin, religion, ancestry, or the need for special education services as set forth in the Charter Act. Further, the Organization shall insure that its Charter School(s) is non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance, and all other operations.

Section 1.03. Principal Office. The principal office of the Organization shall be located in Cleveland, Mississippi. The Organization may have other offices within or without the State of Mississippi, as its business may require and as the Board of Directors ("Board") may from time to time establish.

Section 1.04. Registered Office. The registered office of the Organization shall be located at the School once determined. The registered office may change as the Board may from time to time establish.

Section 1.05 Gift Acceptance. No solicitation or contributions to the Organization shall be made and no gift, bequest, or devise to the Organization shall be accepted upon any condition or limitation that in the opinion of the Organization may cause the Organization to lose its status as tax exempt.

Section 1.06 Nondiscrimination. The Organization does not discriminate on the basis of race, creed, color, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, citizenship, status as a disabled veteran, or past or present honorable military services in any manner.

Section 1.07 Governing Law. The Organization is governed by Mississippi law.

ARTICLE II

MEMBERS

Section 2.01. Members. At the discretion of the Board, the Organization may have members. Members shall have such rights and preference as may be established by the Board.

Section 2.02. Board of Directors. The Organization will form a Board of Directors specifically for Mississippi Global Academy, although not all Directors will reside in Mississippi.

ARTICLE III
BOARD OF DIRECTORS

Section 3.01. Authority of Directors. The Board is the policy-making body and may exercise all the powers and authority granted to the Organization under the Act, except as otherwise provided by these Bylaws.

Section 3.02. Number, Election and Tenure. The Board shall consist of not less than three (3) and not more than thirteen (13) directors ("Directors" or "Board Members'). The number of Board Members shall be determined by the Board. Board Members will be elected by a majority vote of a quorum of the Board. Each Board Member shall be elected to hold office for a term of three (3) years.

Section 3.03 Vacancy. Vacancies existing for any reason, such as resignation, death, incapacity or removal before the expiration of term, shall be filled by the remaining Board Members. A Board Member elected to fill a vacancy shall be elected for the unexpired term of that Board Member's predecessor in office.

Section 3.04. Resignation. Resignations are effective upon receipt by the Treasurer or Secretary of the Organization of written notification of such Board Member's resignation.

Section 3.05 Removal. A Board Member shall be removed only upon a seventy-five percent (75%) vote of the entire Board.

Section 3.06 Fiduciary Duty. A Board Member shall stand in a fiduciary relation to Organization and shall perform all duties as a Board Member, including duties as a member of any committee of the Board upon which the Board Member may serve, in good faith, in a manner the Board Member reasonably believes to be in the best interests of the Organization, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances.

Section 3.07. Reimbursement. Board Members shall serve without compensation with the

exception that expenses incurred in the furtherance of the Organization's business are allowed to be reimbursed with documentation and prior approval of the Board.

Section 3.08 Board Member Contribution. As determined by the Board from time to time, a Board Member may make a financial contribution of a certain level on a schedule but not less than annually during any term.

Section 3.09 Annual Meetings. The Annual Meeting of the Board shall be held each year, at a date and time determined by the Board ("Annual Meeting'). The Annual Meeting shall be held for the purposes of filling Board vacancies, electing Officers and transacting such other business as may properly come before the meeting.

Section 3.10 Regular Meetings. The Board shall hold no less than 6 regular meetings (monthly) each calendar year at such place(s) and time(s) as the Board shall determine.

Section 3.11 Special Meetings. Special Meetings of the Board ("Special Meetings") shall be at such dates, times and places as the Board shall determine. Special Meetings may be called by the President of the Board or at the request of any two (2) Board Members by notice emailed, mailed, telephoned, or sent by facsimile transmission to each member of the Board not less than forty-eight (48) hours before such meeting. Any such notice that does not meet the foregoing requirements may be waived in writing by a majority of the entire Board.

Section 3.12 Minutes. Minutes of each meeting of the Board shall be recorded in writing and kept with the records of the Organization.

Section 3.13 Notice. The Board meeting dates will be presented and approved at the Annual Board meeting and publicly posted, particularly to the school's website and submitted to the Authorizer annually.

Section 3.14 Waiver and Notice. Whenever any written notice whatsoever is required to be given under the provisions of applicable law, the Articles of Incorporation of the Organization, or the Bylaws, a waiver of such notice in writing signed by the person or persons entitled to notice, whether before or after the time stated in such waiver, shall be deemed equivalent to the giving of such notice. In the case of a Special Meeting, such a waiver of notice shall specify the general nature of the business to be transacted. Attendance of a Board Member at a meeting shall constitute a waiver of notice of the meeting unless the Board Member attends for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting was not lawfully called or convened.

Section 3.15 Quorum. A quorum shall consist of a majority of the Board attending in person or through teleconferencing or videoconferencing. All decisions will be by majority vote of those present at a meeting at which a quorum is, unless otherwise required by the Act or these Bylaws. If less than a majority of the Board Members is present at said meeting, the meeting will be adjourned until quorum can be reached.

Section 3.16 Action without a Meeting. Any action required or permitted to be taken at a meeting of the Board (including amendment of these Bylaws) or of any committee may be taken without a meeting if a majority of the members of the Board or committee consent (which may be via email) in writing to approving the specific action. Such consents shall have the same force and effect as a majority vote of the Board or of the committee as the case may be. A vote will be taken

by the entire Board at the next Board meeting for actions taken between meetings.

Section 3.17. Electronic Participation. Unless otherwise provided herein, a Board Member may participate in any meeting of the Board by means of a web or video conference, or similar communications equipment by means of which all persons participating in the meeting can hear and see each other at the same time. Participation by such means shall constitute presence of Board Member at a meeting as long as all off school sites are publicly posted and the public can attend at those sites.

Section 3.18 Conflict of Interest. A Board Member shall act in a manner intended to further the best interests of the Organization. If at any time a Board Member has a conflict of interest, or is unable to act in the best interests of the Organization, the Board Member shall recuse from discussing and abstain from voting on the subject and shall leave the room while the matter is discussed. Recusal and abstention shall not prevent a Board Member from participating in other activities or discussions where no conflict of interest exists. Upon the majority vote of a quorum of the Board, the Board may approve a transaction that is the subject of a conflict only if it has determined that the transaction or arrangement is fair and reasonable with respect to the Organization. A Board Member may be removed from the Board for failure to recuse and abstain from voting when the Board Member has a conflict of interest.

*A*RTICLE IV
OFFICERS

Section 4.01 Enumeration. The Officers of the Organization shall consist of a President, Secretary, and Treasurer ("Officers'). Any person may hold more than one office except for the offices of Treasurer and Secretary.

Section 4.02 Term. An Officer shall serve a term of three (3) years, with the exception of the first operating year, or until his or her successor is duly elected and takes office. An Officer may be elected for a maximum of three (3) consecutive terms for no more than nine (9) years of consecutive service. During the school's first planning term, half the Board will be elected to two-year terms while the rest of the Board is elected to three-year terms.

Section 4.03 President. The President shall be a Board Member of the Organization and will preside at all meetings of the Board. The President shall perform all duties attendant to that office and shall perform such other duties as on occasion shall be assigned by the Board.

Section 4.04 Secretary. The Secretary shall keep the minutes of all meetings of, or caused to be kept, the Board in the books proper for that purpose. The Secretary shall maintain copies of the Articles of Incorporation and these Bylaws and shall perform such other duties as occasionally may be assigned by the Board.

Section 4.05 Treasurer. The Treasurer shall maintain the financial books and records of the organization or cause the financial books and records of the organization to be kept, and will report to the Board at each regular meeting on the status of the Organization's finances. Specifically, the Treasurer shall see that: (a) Full and accurate accounts of receipts and disbursements are kept; (b) A system is in place such that all monies and other valuable effects are deposited in the name and to the credit of the Organization in such depositories as shall be designated by the Board; and (c) Board Members at the regular meetings of the Board, or whenever they may require it, receive an account of the financial condition of the Organization. The Treasurer shall comply with all

requirements with respect to non-profit status of the Organization and ascertain that appropriate procedures are being followed in the financial affairs of the Organization and shall perform such other duties as occasionally may be assigned by the Board.

Section 4.06 Removal. An Officer shall be removed from office only upon a seventy-five percent *(*75%) vote of the entire Board.

ARTICLE V
LIABILITY OF BOARD MEMBERS

Section 5.01 Limitation of Personal Liability. A Board Member shall not be personally liable based solely on his or her conduct in the execution of the office or duty unless the conduct of the Board Member, Officer, or volunteer regarding the person asserting the liability constituted malicious, willful, or wanton misconduct. Such a limitation on liability does not apply to the responsibility or liability of a Board Member pursuant to any criminal statute or for payment of taxes pursuant to any federal, state, or local law.

Section 5.02 Preservation of Rights. Any repeal or modification of this Article by the Board shall not adversely affect any right or protection existing at the time of such repeal or modification to which any Board Member or former Board Member may be entitled under this Article. The rights conferred by this Article shall continue as to any person who has ceased to be a Board Member and shall insure to the benefit of the heirs, executors, and administrators of such person.

ARTICLE VI
INDEMNIFICATION

Section 6.01 Indemnification. Unless the indemnification would jeopardize the tax exempt status of the Organization, the Organization shall indemnify, to the fullest extent permitted by law, each Board Member, and Officer of the Organization who was or is or a party or is threatened to be made a party to or a witness in any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Organization).

Section 6.02 Limitations of Indemnification. Indemnification as described herein is limited to situations and circumstances in which a Board Member or Officer acted in good faith and in a manner reasonably believed to be in, or not opposed to, the best interest of the Organization, with respect to any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful.

Section 6.03. Directors and Officers Insurance. The school will carry the appropriate and necessary insurance covering all directors and officers.

ARTICLE VII
COMMITTEES

Section 7.01 Executive Committee. The Board shall maintain an Executive Committee to manage routine Board functions. The Executive Committee shall be composed of at least the President, Vice President, and Secretary as elected. The Executive Committee shall have such further power and duties as shall be delegated to it by a majority vote of a quorum of the Board.

Section 7.02. Audit Committee. The Audit Committee will be composed of independent Board members, Treasurer, and will be responsible for overseeing the annual school audit.

Section 7.03 Formation of ad hoc Committees. The Executive Committee may deem advisable the formation of committees of various purposes and sizes to assist in the administration and conduct of the affairs of the Organization ("Committees"). Committees may be formed for purposes deemed necessary by the Executive Committee and committee members shall be appointed annually by the Executive Committee and may be reappointed to a Committee for an unlimited number of terms.

Section 7.04 Operation. Committees may meet as necessary to accomplish their goal. Except for the Executive and Audit Committees, any person or entities including Board Members shall be eligible to serve as Committee members. The chairperson of each Committee shall determine the date and place of all committee meetings. A Committee may adopt its own rules of procedure not inconsistent with the Bylaws. All Committees will take minutes and post these minutes to the website of the school.

Section 7.05 Limitation of Power of Committees. No Committee shall have authority to act on behalf of the Organization or the Board in any form or manner unless expressly given such authority by a majority of votes of a quorum of the Board.

ARTICLE VIII
OPERATIONS AND FINANCIAL ADMINISTRATION

Section 8.01. Fiscal Year. The fiscal year of the Organization shall be July I to June 30.

Section 8.02 No Private or Political Beneficiaries. No part of the earnings or assets of the Organization shall inure to the benefit of any private individual, aside from compensation of the Organization employees or contractors, and no part of the activities of the Organization shall consist of lobbying and the Organization shall not engage in any political campaign activities for or in opposition to any candidate for public office.

Section 8.03 No Violation of Purposes. In no event and under no circumstances shall the Board make any distribution or expenditure, engage in any activity, hold any assets, or enter into any transaction whatsoever, the effect of which under applicable laws then in force will cause the Organization to lose its status as an organization to which contributions are deductible in computing the net income of the contributor for purposes of income taxation.

Section 8.04 Contracts. The Board may authorize any Officer or Officers to enter into any properly authorized contract or execute and deliver any instrument in the name and such authority may be general or confined to specific instances. This will be approved by a vote of the entire Board.

Section 8.05 Checks. All checks, order for the payment of money, bills of lading, obligations, bills of exchange, and insurance certificates shall be written and signed or endorsed by school staff or Board Members as determined by the Board. All contracts, purchases, etc., over $10,000 will be voted on by the entire Board. All checks, as per the Financial Policies and Procedures, will have two signatures. Under no circumstances will the treasurer or the Financial Officer of the school be a co-signer.

Section 8.06 Deposits and Accounts. All funds of the Organization, not otherwise employed, shall be deposited from time to time in general or special accounts in such banks, trust companies, or other depositories as the Board may select. For the purpose of deposit and for the purpose of collection for that account of the Organization, checks, drafts and other orders of the Organization may be endorsed, assigned, and delivered on behalf of the Organization by any officer of the Organization.

Section 8.07 Tax Records. The Organization shall maintain at its principal office a copy of its application for exemption and all tax returns filed with the IRS. To the extent required by law, such documents shall be made available during regular business hours for inspection by any Board Member or Officer requesting to see them.

Section 8.08 Annual Report. The Treasurer shall submit, or cause to be submitted, annually to the Board a financial report containing those details required to be included under the provisions of law governing the Organization, the Bylaws, or otherwise as required by the Board for inclusion in the Annual Report submitted to the Authorizer.

Section 8.09 Books and Records. The Organization will keep correct and complete books and records of account and will also keep minutes of the proceedings of the Board and its committees. The Organization will keep at its principal office the original or a copy of its Bylaws, including amendments to date, certified by the Secretary of the Organization.

Section 8.10 Annual Audit. The Organization shall retain an independent certified public accountant to conduct an annual audit or review of the Organization and to report on the financial condition and operation of the Organization. The annual audit and report on or review of the financial condition and operation of the Organization shall be addressed by the Board.

ARTICLE IX
DISSOLUTION

Section 9.01 Authorization. The dissolution of the Organization shall be authorized only upon the advance affirmative vote of the Board. In effectuating the dissolution, the Board shall comply with dissolution procedures set forth by the authorizer and in compliance with state law.

ARTICLE X
GENERAL PROVISIONS

Section 10.01 Confidentiality. The Board Members and Officers shall not willfully and knowingly disclose to any other person confidential information acquired by them in the course of and by reason of their official duties.

Section 10.02 Severability. If any provision of these Bylaws is held to be unenforceable, all other provisions shall nevertheless be valid and remain in full force and effect.

Section 10.03 Bylaw Amendment. These Bylaws may be amended by a super majority of votes (75%).

Approved this _____ day of February, 2024.

_____ _____

Secretary of the Board of Directors Date

Code of Ethics
Mississippi Global Academy

This Code of Ethics ("Code") outlines the ethical and honest conduct expected of all employees, contractors, volunteers, and members of the Board of Trustees ("Members") at Mississippi Global Academy ("Mississippi Global"), in accordance with the Mississippi Educator Code of Ethics and Standards of Conduct (Miss. Code Ann. § 37-3-51).

1) The well-being of Mississippi Global's students shall be the fundamental consideration in all decisions and actions by Members, upholding the state's requirements for an educator's professional competence (Miss. Code Ann. § 37-3-51(1)).

2) Members shall maintain the confidentiality of student and personnel records as required by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and the Mississippi Student Data Privacy Act (Miss. Code Ann. § 37-15-1 et seq.).

3) Members shall embrace and respect the diversity within the Mississippi Global community, without prejudice toward age, disability, ethnicity, gender identity, national origin, race, religion, or socioeconomic status, per the Mississippi Human Rights Act (Miss. Code Ann. § 25-9-149).

4) In all communications, Members shall uphold Mississippi Global's mission in alignment with Mississippi's Charter School Act (Miss. Code Ann. § 37-28-1 et seq.).

5) Members shall demonstrate honesty, professionalism, and integrity and report any instances of unethical conduct, in accordance with the standards of ethical conduct for educators (Miss. Code Ann. § 37-3-51(2)(e),(f),(h)).

6) Members shall collaborate and engage with the Mississippi Global community and the surrounding community it serves, promoting community involvement per the state's charter school guidelines (Miss. Code Ann. § 37-28-7(2)(i)).

7) Members shall be held accountable for adhering to this Code, which may result in disciplinary action or termination for violations as outlined in the Mississippi Educator Code of Ethics (Miss. Code Ann. § 37-3-51(7),(8)).

By adhering to this Code of Ethics, Mississippi Global upholds its commitment to ethical practices that prioritize student well-being while ensuring compliance with applicable Mississippi state laws and policies governing public charter schools and educator conduct.

Conflict of Interest Policy for Mississippi Global Academy

This shall be known as the "Conflict of Interest Policy" for Mississippi Global Academy. It is subject to amendment by vote of the Board of Directors.

Article I – Purposes

The purpose of this policy is to protect this organization's interest when it is contemplating entering a transaction or arrangement that might benefit the private interest of Interested Parties or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to the organization.

Article II – Definitions

2.1 Board

References to the "Board" or the "Board of Directors" shall mean references to the governing board of directors of the organization.

2.2 Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2.3 Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,

(b) A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III – Procedures

3.1 Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement

3.2 Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3.3 Procedures for Addressing the Conflict of Interest

(a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflicts of Interest Policy

(a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

4.1 Minutes

The minutes of the governing board and all committees with board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing boards or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

5.1 A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

5.2 A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

5.3 No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

(b) Has read and understands the policy,

(c) Has agreed to comply with the policy, and

(d) Understands that the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII – Periodic Reviews

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management corporations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII – Committees

If the Board should ever create any committees of the board, then this policy shall apply equally well to such committees and the members of same.

Enacted: February 13, 2024.

Michael Watson
SECRETARY OF STATE

Invoice Number: 15442969 **Invoice Date:** 02/14/2024

Customer Information

Terrie Carlton

Description	Tracking Number	Qty	Item Cost	Amount Paid
Domestic Non-Profit - Online	2024085681		$ 50.00	$ 50.00
MSI Transaction Fee			$ 3.14	$ 3.14

Payment Details

Invoice Total:	$ 53.14
Payment Total:	$ 53.14
Amount Due:	$ 0.00

Payment Method

Payment Type: Credit Card

Include invoice number on all correspondence and send to:

Mississippi Secretary of State's Office
P.O. Box 136
Jackson, MS 39205

To discuss payment for Corporation items call:
[redacted]

[redacted]

F0001
Fee: $ 50

2024085681

Business ID: 1429737
Filed: 02/15/2024 10:08 AM
Michael Watson
Secretary of State

Michael Watson
SECRETARY OF STATE

P.O. BOX 136
JACKSON, MS 39205-0136
TELEPHONE: (601) 359-1633

Articles of Incorporation

Business Information

Business Type: Non-Profit Corporation
Business Name: Mississippi Global Academy
Business Email: liz.shook@gmail.com
Period of Duration: Perpetual
Initial planned non-profit activity: Schools Or Educational Institutions

NAICS Code/Nature of Business

611110 - Elementary and Secondary Schools

Registered Agent

Name: Universal Registered Agents, Inc.
Address: 840 Trustmark Bldg 248 E. Capitol St.
Jackson, MS 39201

Signature

The undersigned certifies that:
1) he/she has notified the above-named registered agent of this appointment;
2) he/she has provided the agent an address for the company, and;
3) the agent has agreed to serve as registered agent for this company

By entering my name in the space provided, I certify that I am authorized to file this document on behalf of this entity, have examined the document and, to the best of my knowledge and belief, it is true, correct and complete as of this day ***02/07/2024***.

Name:	***Address:***
Lynell Gray	3203 Reed Street, #2841
Incorporator	Glenarden, MD 20706

MISSISSIPPI GLOBAL ACADEMY
ARTICLES OF INCORPORATION

The undersigned, pursuant to the Mississippi Nonprofit Corporation Act, adopts the following Articles of Incorporation:

1. Name. The name of the Corporation is Mississippi Global Academy (the "Corporation").

2. Initial Registered Office and Agent. The address of the Corporation's initial registered office in the State of Mississippi is 840 Trustmark Building, 248 E. Capital Street, Jackson, Hinds County, Mississippi 39201. The name of the Corporation's registered agent at that address is Universal Registered Agents, Inc.

3. Fiscal Year. The fiscal year of the Corporation ends on June 30 in each year.

4. Duration. The duration of the Corporation is perpetual.

5. Purposes.

A. The Corporation is a not for profit. This Corporation is organized and shall be operated exclusively for charitable and educational purposes. In particular, the Corporation is operated for the charitable purpose of advancing educational opportunities for students in Mississippi. The Corporation shall establish and operate one or more Charter Schools in accordance with the Mississippi Public Charter Schools Act of 2013 (Mississippi Code Annotated § 37-28-1 *et. seq*) as amended, restated or replaced from time to time (the "Charter Act"). In accordance with these Articles Of Incorporation and its Bylaws, Mississippi Global Academy will support, operate, manage and direct a public charter school in West Bolivar County, Mississippi and its sole purpose will be educational. The Mississippi Global Academy will be open to all secondary students in West Bolivar County and will utilize a rigorous, internationally-based academic and cultural curriculum that integrates project based learning, service-learning, technology, and language acquisition to develop, educate and train enterprising and competitive global citizens. The Corporation is organized to engage in any activity, and to exercise any and all powers, rights and privileges, afforded a not-for-profit corporation under the Mississippi Nonprofit Corporation Act, as amended from time to time (the "Act"). The Corporation may engage in all activities proper under applicable law, provided such activities are not inconsistent with the Act, the Bylaws, and the Charter Act. The managing of the business and regulation of Corporation affairs shall be consistent with the Bylaws.

B. In furtherance of its purposes, this Corporation may engage in, advance, promote, support and administer activities and projects of every kind and nature

whatsoever in its own behalf or as the agent, trustee or representative of others; provided that all the powers of this Corporation are exercised only so that this Corporation's operations are exclusively within the contemplation of Section 501(c)(3) of the Internal Revenue Code (the "Code"). All references in this Charter to sections of Code are to the Internal Revenue Code of 1986 and include any provisions thereof adopted by future amendments thereto and any cognate provisions in future Internal Revenue Codes to the extent such provisions are applicable to this Corporation.

C. In furtherance of the foregoing purposes, the Corporation has all powers granted to a Corporation under the Mississippi Nonprofit Corporation Act and the power to do all things necessary, proper, and consistent with maintaining its tax-exempt status under Section 501(c)(3) of the Code and its qualification to receive contributions deductible under Section 170(c)(2) of the Code.

D. The Corporation is a public benefit corporation and is not for profit.

E. The Corporation is not a religious corporation.

F. The Corporation will not have members.

6. Limitations on Activities.

A. No part of the net income or net earnings of this Corporation shall inure to the benefit of any private shareholder or individual. This Corporation shall not lend any of its assets to or guarantee the obligation of any officer, director, or employee of this Corporation, or a member of the family of such a person. Nothing herein shall be construed to establish or prohibit the payment of reasonable compensation to any person for services actually rendered by such person to this Corporation.

B. No substantial part of the activities of this Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation. This Corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

7. Stock. The Corporation shall have no capital stock.

8. Board of Directors. The management and direction of the business of this Corporation shall be vested in a Board of Directors. The number, method of selection, term of office, powers, authority and duties of members of the Board of Directors, the time and place of their meetings, and such other regulations with respect to them as are not inconsistent with the express provisions of this Charter shall be *as* specified from time to time in the Bylaws of this Corporation. The members of the first Board of Directors shall be designated by the incorporator and each shall serve until the annual meeting of the Board of Directors in the year designated by the incorporator.

9. Incorporator. The name and address of the incorporator are as follows:

Lynell Gray
3203 Reed Street #2841
Glenarden, MD 20706

10. Director Liability. The directors and officers of this Corporation shall not be personally liable for the debts or obligations of this Corporation of any nature whatsoever, nor shall any of the property of the directors or officers be subject to the payment of the debts or obligations of this Corporation to any extent whatsoever.

11. Amendment. This Charter may be amended from time to time in the manner provided by Mississippi law, as amended from time to time.

12. Dissolution. This Corporation may be dissolved in accordance with the laws of the State of Mississippi. In the event of the dissolution of this Corporation any surplus property remaining after the payment of its debts shall be disposed of for one or more of the purposes of this Corporation by transfer to one or more corporations, associations, institutions, trusts, or foundations described in Section 501(c)(3) of the Internal Revenue Code, or to the State of Mississippi or any political subdivision or agency thereof for public purposes, in such proportions as the Board of Directors of this Corporation shall determine. Subject to the provisions of Section *5* of these Articles of Incorporation nothing herein shall be construed to affect the disposition of property and assets held by this Corporation upon trust or other condition, or subject to any executory or special limitation, and such property, upon dissolution of this Corporation, shall be transferred in accordance with the trust, condition or limitation imposed with respect to it.

13. Prohibited Transactions. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to it or on its behalf, and to make payments and distributions in furtherance of the purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation; and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or any corresponding provision of any future federal tax laws, or (b) by a corporation to which contributions are deductible under Section 170(c)(2) of the Code, or any corresponding provisions of any future federal tax laws.

The Corporation shall not engage in any act of self-dealing as defined in Section 4943(d) of the Code, or any corresponding provision of any future federal tax laws. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code, or any corresponding provision of any future federal tax laws. The Corporation shall not make any investments in a manner that would subject it to tax under Section 4944 of the Code, or any corresponding provision of any future federal tax laws. The Corporation shall not make any

taxable expenditures as defined in Section 4945(d) of the Code, or any corresponding provisions of any future federal tax laws.

14. Mandatory Indemnification of Directors and Officers. To the maximum extent permitted by the Act, as amended from time to time (provided, however, that if an amendment to the Act in any way limits or restricts the indemnification rights permitted by law as of the date hereof, such amendment shall apply only to the extent mandated by law and only to activities of persons subject to indemnification under this paragraph 1 which occur subsequent to the effective date of such amendment), the Corporation shall indemnify and advance expenses to any person who is or was a director or officer of the Corporation, or to such person's heirs, executors, administrators, or legal representatives, for the defense of any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, and whether formal or informal (any such action, suit or proceeding being hereinafter referred to as the "Proceeding"), to which such person was, is or is threatened to be made, a named defendant or respondent, which indemnification and advancement of expenses shall include counsel fees actually incurred as a result of the Proceeding or any appeal thereof, reasonable expenses actually incurred with respect to the Proceeding, all fines, judgments, penalties and amounts paid in settlement thereof, subject to the following conditions:

(i) The Proceeding was instituted by reason of the fact that such person is or was a director or officer of the Corporation; and

(ii) The director or officer conducted himself or herself in good faith, and he or she reasonably believed (i) in the case of conduct in his or her official capacity with the Corporation, that his or her conduct was in its best interest; (ii) in all other cases, that his or her conduct was at least not opposed to the best interests of the Corporation; and (iii) in the case of any criminal proceeding, that he or she had no reasonable cause to believe his or her conduct was unlawful. The conduct of the director or officer with respect to an employee benefit plan for a purpose he or she reasonably believed to be in the interest of the participants in, and beneficiaries of, the plan shall be conduct that satisfies the requirements that such person's conduct was at least not opposed to the best interests of the Corporation. The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent is not, of itself, determinative that the director or officer did not meet the standard of conduct herein described.

15. Permissive Indemnification of Employees and Agents. The Corporation may, to the maximum extent permitted by the Act, as amended from time to time (provided, however, that if an amendment to the Act in any way limits or restricts the indemnification rights permitted by law as of the date hereof, such amendment shall apply only to the extent mandated by law and only to activities of persons subject to indemnification under this paragraph 2 which occur subsequent to the effective date of such amendment), indemnify and advance expenses in a Proceeding to any person who is or was an employee or agent of the Corporation, or to such person's heirs, executors, administrators, or legal representatives, to the same extent as set forth in paragraph 1 above, provided that the Proceeding was instituted by reason of the fact that such person is or was an employee or agent of the Corporation and met the standards of conduct set forth in subparagraph 15(b) above. The Corporation may also indemnify and advance expenses in a Proceeding to any person who is or was an employee or agent of the Corporation to the extent, consistent with public

policy, as may be provided by its bylaws, by contract, or by general or specific action of the Board of Directors.

A. Non-Exclusive Application. The rights to indemnification and advancement of expenses set forth in paragraphs 15 and 16 above are contractual between the Corporation and the person being indemnified, and his or her heirs, executors, administrators, or legal representatives, and are not exclusive of other similar rights of indemnification or advancement of expenses to which such person may be entitled, whether by law, by these Articles of Incorporation, by a resolution of the Board of Directors, by the Bylaws of the Corporation, by the purchase and maintenance by the Corporation of insurance on behalf of a director, officer, employee or agent of the Corporation, or by an agreement with the Corporation providing for such indemnification, all of which means of indemnification and advancement of expenses are hereby specifically authorized. The rights of indemnification and advancement of expenses set forth in this Article shall also apply, as appropriate, to any person who was an officer, director, employee or agent (or any such person's heirs, executors, administrators, or legal representatives) of any association, corporation, partnership or trust which was a predecessor to this Corporation, and to any officer, director, employee or agent of this Corporation (or any such person's heirs, executors, administrators, or legal representatives) who is serving or served in any capacity for another association, corporation, partnership or trust at the request of this Corporation.

B. Non-Limiting Application. The provisions of this paragraph 16 shall not limit the power of the Corporation to pay or reimburse expenses incurred by a director, officer, employee or agent of the Corporation in connection with such persons' appearing as a witness in a Proceeding at a time when he or she has not been made a named defendant or respondent to the Proceeding.

C. Prohibited Indemnification. Notwithstanding any other provision of this paragraph 16, the Corporation shall not indemnify or advance expenses to or on behalf of any director, officer, employee or agent of the Corporation, or any such person's heirs, executors or administrators:

i. if a judgment or other final adjudication adverse to such person establishes his or her liability for any breach of the duty of loyalty to the Corporation, for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law;

ii. in connection with a Proceeding by or in the right of the Corporation in which such person was adjudged liable to the Corporation; or

iii. in connection with any other Proceeding charging improper personal benefit to such person, whether or not involving action in his or her official capacity, in which he or she was adjudged liable on the basis that personal benefit was improperly received by him or her.

D. Repeal or Modification Not Retroactive. No repeal or modification of the provisions of this paragraph 16, either directly or by the adoption of a provision inconsistent with the provisions of this Article, shall adversely affect any right or protection, as set forth herein, existing in favor of a particular individual at the time of such repeal or modification.

16. Limited Personal Liability of Directors. No person who is or was a director of the Corporation, nor such person's heirs, executors, administrators, or legal representatives (collectively referred to as a "director"), shall be personally liable to the Corporation for monetary damages for breach of fiduciary duty as a director. However, this provision shall not eliminate or limit the liability of a director (a) for any breach of a director's duty of loyalty to the Corporation, (b) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law.. No repeal or modification of the provisions of this Article, either directly or by the adoption of provisions inconsistent with the provisions of this Article, shall adversely affect any right or protection, as set forth herein, existing in favor of a particular individual at the time of such repeal or modification.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation on this 14th day of February 2024, and attests to the accuracy and completeness of the Charter.

MISSISSIPPI GLOBAL ACADEMY

BY: _____
LYNELL GRAY, INCORPORATOR

State of Mississippi

Certificate of Incorporation

Acting under the authority vested in me as Secretary of State by the Constitution and Laws of this State, I do hereby certify the following has satisfied all conditions precedent for incorporation in this State.

Mississippi Global Academy



Given this the 15th day of February, Two Thousand and Twenty-Four, in the Capital City of Jackson, Mississippi under my Hand and Seal,

Michael Watson

F0012
Fee: $ 50

Michael Watson
SECRETARY OF STATE

2024325568

Business ID: 1429737
Filed: 05/13/2024 09:32 AM
Michael Watson
Secretary of State

Articles/Certificate of Amendment

Business Details

Business ID: [redacted] ***Business Name:*** Mississippi Global Academy

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Adoption and Approval Voting

The amendment(s) was(were) adopted on 05/09/2024.

☑ The Incorporators.

☐ Board of directors without member action and member action was not required.

☐ The members pursuant to statute and the results of the voting on the amendment are attached. (The option to attach a file will be displayed on the next screen)

NAICS Code/Nature of Business

611110 - Elementary and Secondary Schools

Signature

By entering my name in the space provided, I certify that I am authorized to file this document on behalf of this entity, have examined the document and, to the best of my knowledge and belief, it is true, correct and complete as of this day ***05/10/2024***.

Name:

[redacted]
Incorporator

Address:

[redacted]

We are amending the Articles of Incorporation due to an unintentional mistake in drafting the Articles. We are amending the purpose to correctly list the County. Below is the corrected purpose:

5. Purposes.

A. The Corporation is a not for profit. This Corporation is organized and shall be operated exclusively for charitable and educational purposes. In particular, the Corporation is operated for the charitable purpose of advancing educational opportunities for students in Mississippi. The Corporation shall establish and operate one or more Charter Schools in accordance with the Mississippi Public Charter Schools Act of 2013 (Mississippi Code Annotated § 37-28-1 et. seq) as amended, restated or replaced from time to time (the "Charter Act"). In accordance with these Articles of Incorporation and its Bylaws, Mississippi Global Academy will support, operate, manage and direct a public charter school in Bolivar County, Mississippi and its sole purpose will be educational. The Mississippi Global Academy will be open to all secondary students in Bolivar County and will utilize a rigorous, internationally-based academic and cultural curriculum that integrates project based learning, service-learning, technology, and language acquisition to develop, educate and train enterprising and competitive global citizens. The Corporation is organized to engage in any activity, and to exercise any an all powers, rights and privileges, afforded a not-for-profit corporation under the Mississippi Nonprofit Corporation Act, as amended from time to time (the "Act"). The Corporation may engage in all activities proper under applicable law, provided such activities are not inconsistent with the Act, the Bylaws, and the Charter Act. The managing of the business and regulation of Corporation affairs shall be consistent with the Bylaws.

STATEMENT OF ASSURANCES

Please initial in each green box to indicate you have read and understand each assurance.

JJS	The applicant will be an equal opportunity employer and perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex, in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
JJS	The applicant assures the charter will not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.
JJS	The applicant assures the charter will not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Miss. Code Ann. § 37-28-23.
JJS	The applicant assures the charter will enroll the required percentage of underserved students in accordance with Miss. Code Ann. § 37-28-23(5).
JJS	The applicant assures that all students who wish to attend the school will be enrolled, unless the number of students exceeds the capacity of a program, class, grade level, or building.
JJS	The applicant assures the charter will not engage in any sectarian practices in its educational program, admissions, employment policies, or operations.
JJS	The applicant assures the charter will not charge tuition.
JJS	The applicant assures the charter will develop, submit to the authorizer, and implement a transportation plan for students attending the school.
JJS	The applicant will abide by all civil rights and health and safety requirements applicable to non-charter public schools, except as otherwise provided by Miss. Code Ann. § 37-28-1 et seq.
JJS	The applicant understands that, at a minimum, the charter school will be subject to the student assessment and accountability requirements applicable to non-charter public schools in the state.
JJS	The applicant will comply with Miss. Code Ann. §37-28-15, pertaining to Mississippi College and Career-Ready Standards.
JJS	The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff. See Miss. Code Ann. § 37-28-47 and § 37-3-2.
JJS	The applicant agrees that the charter will adopt a school calendar in compliance with Miss. Code Ann. § 37-13-63(1).

JJS	The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment. See Miss. Code Ann. §37-28-49.
JJS	The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:
	Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
	Fondling a student as described in Miss. Code Ann. § 97-5-23 or engaging in any type of sexual involvement with a student as described in Miss. Code Ann. § 97-3-95; or
	Failure to report sexual involvement of a charter school employee with a student as required by Miss. Code Ann. § 97-5-24.
JJS	The applicant agrees that the charter will certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.
JJS	The applicant assures compliance with all state laws regarding reporting unlawful activity or violent acts, per Miss. Code Ann. § 37-9-14(2)(x), § 37-11-29, and § 45-33-23.
JJS	The applicant agrees to shall maintain records of all students transferring into the charter school and withdrawing from the charter school as required by state law.
JJS	The applicant agrees to adhere to generally accepted accounting principles.
JJS	The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. The term "foreign" means a country or jurisdiction outside of any state or territory of the United States.
JJS	The applicant agrees to abide by the following state statutes:
	Miss. Code Ann. § 25-41-1 *et seq,* which relate to open meetings of public bodies;
	Miss. Code Ann. § 25-61-1 *et seq*, which relate to public access to public records;
	Miss. Code Ann. § 37-3-51, which requires notice by the district attorney of licensed school employees who are convicted of certain sex offenses;
	Miss. Code Ann. § 37-3-53, which requires publication of the Mississippi Report Card by the State Board of Education;
	Miss. Code Ann. § 37-11-18, which requires the automatic expulsion of a student possessing a weapon or controlled substance on educational property;

	Miss. Code Ann. § 37-11-18.1, which requires expulsion of certain habitually disruptive students;
	Miss. Code Ann. § 37-11-19, which requires suspension or expulsion of a student who damages school property;
	Miss. Code Ann. § 37-11-20, which prohibits acts of intimidation intended to keep a student from attending school;
	Miss. Code Ann. § 37-11-21, which prohibits parental abuse of school staff;
	Miss. Code Ann. § 37-11-23, which prohibits the willful disruption of school and school meetings;
	Miss. Code Ann. § 37-11-29 and 37-11-31, which relate to reporting requirements regarding unlawful or violent acts on school property;
	Miss. Code Ann. § 37-11-67, which prohibits bullying or harassing behavior in public schools;
	Miss. Code Ann. § 37-13-3, which prohibits doctrinal, sectarian or denominational teaching in public schools;
	Miss. Code Ann. § 37-13-5 and 37-13-6, which require the flags of the United States and the State of Mississippi to be displayed near the school building;
	Miss. Code Ann. § 37-13-63(1), which prescribes the minimum number of days which public schools must be kept in session during a scholastic year;
	Miss. Code Ann. § 37-13-91, which is the Mississippi Compulsory School Attendance Law;
	Miss. Code Ann. § 37-13-171(2) and (4), which requires any course containing sex-related education to include instruction in abstinence-only or abstinence-plus education;
	Miss. Code Ann. § 37-13-173, which requires notice to parents before instruction on human sexuality is provided in public classrooms;
	Miss. Code Ann. § 37-13-193, which relates to civil rights and human rights education in the public schools;
	Miss. Code Ann. § 37-15-1 and 37-15-3, which relate to the maintenance and transfer of permanent student records in public schools;
	Miss. Code Ann. § 37-15-6, which requires the State Department of Education to maintain a record of expulsions from the public schools;
	Miss. Code Ann. § 37-15-9, which establishes minimum age requirements for kindergarten and first grade enrollment in public schools;
	Miss. Code Ann. § 37-15-11, which requires a parent, legal guardian or custodian to accompany a child seeking enrollment in a public school;
	Miss. Code Ann. § 37-16-1, 37-16-3, 37-16-4, and 37-16-9, which relate to the statewide assessment testing program;
	Miss. Code Ann. § 37-18-1, which establishes the Superior-Performing Schools Program and Exemplary Schools Program to recognize public schools that improve;

Provide the requested information in the green boxes.

Applicant Organization:	Mississippi Global Academy

I, the undersigned, assure that that the applicant organization possesses legal authority to apply for and receive a charter, and I am an authorized representative of the organization. Furthermore, I do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief, and I do hereby certify to the assurances contained in this document.

[redacted]	Board Member
Typed Name of Signatory	**Position with Applicant Organization**
[redacted]	5/16/2024
Signature	**Date**

ATTACHMENT 13:

BOARD MEMBER INFORMATION



MISSISSIPPI CHARTER SCHOOL AUTHORIZER BOARD

Pursuing Excellence Through Options

ATTACHMENT 13

CHARTER SCHOOL PROPOSAL

Board Member Information Form
NEW OPERATORS

TO BE COMPLETED INDIVIDUALLY BY EACH PROPOSED CHARTER SCHOOL BOARD MEMBER.
ALL FORMS MUST BE SIGNED BY HAND.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this form are to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview and better prepare all for the interview; to encourage board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflicts of interest board members may have.

Each board member should individually complete, print, and hand sign a form. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

RESPOND IN EACH and EVERY GREEN BOX.
ARROWS FOR DROP-DOWN MENUS WILL SHOW WHEN YOU CLICK THE GREEN BOX.

BACKGROUND AND CONTACT INFORMATION					
1	Name of Proposed Charter:	Mississippi Global Academy			
2	Full Name:	[redacted]			
3	Street/Box Mailing Address:	[redacted]			
	City:				
	State:	MS	Zip Code:	38732	
4	Phone Number:	[redacted]			
5	Email Address:	[redacted]			
6	Resume is attached:	YES		Choose one response.	
	If NO, explain. If YES, type N/A.				

7	Indicate if you currently serve or have ever served on the board of a school district, another charter school, a non-public school, or any non-profit corporation.	NO	Choose one response.
	If YES, explain. If NO, type N/A.		
8	Indicate if you currently serve or have ever served as the leader or on the leadership team of ANY school.	NO	Choose one response.
	If YES, explain. If NO, type N/A.		
			Choose one response.
	NOTE: Academic evidence attached should include annual achievement data. disaggregated by subgroups, for every school under current or prior supervision.		
9	Briefly explain why you wish to serve on the board of the proposed charter.		
	With 15 years of experience in education, I've witnessed the challenges and felt the impact of school governance first hand. Recognizing the need for effective policies and procedures, I am eager to contribute to this board. My goal is to establish a robust framework that can serve as a model for enhancing educational standards and rigor accross the Mississippi Delta.		
	Briefly explain your understanding of the appropriate role of a public charter school board member.		

10	My understanding of a charter school board member is that the Board provides governance to the school. This means that it provides oversight of important areas of the school, including its academics, finance, and operations. Board also upholds high ethical standards and meets according to the organization's bylaws. It is also important that the Board engages with the community. In addition, the Board hires the school leader (Principal) and evaluates the school leader.
	Briefly describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
11	My dual experience in education and pastoral leadership, combined with my deep connection to the Mississippi Delta community, uniquely positions me to contribute valuable insights and a well-rounded perspective to the board. I understand the importance of fostering a supportive and high-performing educational enviornment, and I am adept at guiding organizations toward success through compassionate and visionary leadership.
	Describe the specific knowledge and experience that you would bring to the board.
12	I bring 15 years of experience as a teacher, which has provided me with a deep understanding of educational practices, students needs, and curriculum development. In addition to my teaching career, I have been pastoring for 17 years at Azion Missionary Baptist Church. This role has allowed me to develop strong leadership skills, including effective communication, team management and strategic planning. Leading a congregation has required me to navigate complex challenges, build consensus, and inspire others towards common goals. My extensive knowledge of the Mississippi Delta community is a valuable asset. Having lived and worked in this region for many years, I understand the unique cultural, economic, and social factors that influence our community. This insight enables me to better address the specific needs and challenges faced by our students and their families.
	SCHOOL MISSION and PROGRAM
	Briefly explain your understanding of the school's mission and guiding beliefs.

13	My understanding of Mississippi Global's mission is that the school will provide a rigorous, internationally-based academic curriculum, that integrates project-based learning, research-based academic interventions, service learning, technology, and language acquisition to develop individuals who will be competitive globally. The school will focus on the achievement of all students. The school's core beliefs are to hold students to rigorous expectations, provide opportunities for global exposure, create an equitable and inclusive environment, and provide differentiated learning.
	Briefly explain your understanding of the school's proposed educational program.
14	My understanding of Mississippi Global's proposed educational program is that the program will include rigorous core content courses in math, ELA, social studies and science, and a foreign language course. Blended learning is also a major aspect of the program and students will engage with technology. The program will also include community outreach through its service learning program. The school will use research-based academic intervention programs to promote student academic growth. The school will also offer a comprehensive special education program to meet the needs of diverse learners. The school will utilize an award-winning educational model to promote student success.
	Briefly explain what you believe to be the characteristics of a successful school.
15	A successful school has a strong academic program. It promotes high expectations, utilizes grade-level standards, and provides opportunities for personalized learning. A successful school will show evidence of student academic growth and meet operational and financial goals. It has a committed board that provides governance and support to the school. Parent satisfaction is also key in a successful charter school.
	Briefly explain how you will know if the school is succeeding in its mission.

16	I will know if the school is succeeding in its mission by reviewing data on student academic performance, graduation rates, and college and career readiness. I will also consider feedback from student and parent satisfaction surveys, teacher retention rates, and regular assessments.

GOVERNANCE	
	Briefly describe the role that the board will play in the school's operation.
17	The Mississippi Global Board will uphold the school's mission. The Board will provide comprehensive governance of the charter school's academic program, operations, and fiscal management to ensure the success of the school. The Board will approve the school's budget and approve critical school policies. The Board will meet regularly, per the bylaws, and also evaluate the school leader.
	Briefly explain how you will know if the charter is successful at the end of the first year of operation.
18	After the first year of operation, Mississippi Global's success will be determined by whether it has met its Performance Standards and other provisions outlined in the school's contract. Success will also be determined by whether the school has met student enrollment targets, fiscal targets, and other operational goals. From a parent and community perspective, parent satisfaction will also measure success.
	Briefly explain how you will know if the charter is successful after operating for four years.

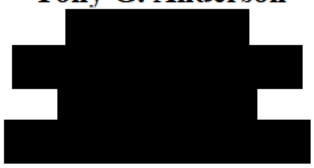
19	After four years of operation, Mississippi Global's success will be determined by whether it has met its Performance Standards and other provisions outlined in the school's contract. Success will also be determined by whether the school has met student enrollment targets, fiscal targets, and other operational goals. From a parent and community perspective, parent satisfaction will also measure success. After four years, student re-enrollment would also determine satisfaction.
20	Briefly explain specific actions the charter school board will take to ensure that the charter is successful. The Mississippi Global Board will provide comprehensive governance of the charter school's academic program, operations, and finance and ensure that the school's mission is being executed. The Board will evaluate the programs to measure success. The Board will meet regularly, per the bylaws, and implement policies. It will also evaluate the school leader to ensure quality. Additionally, the Board will engage in professional development opportunities to enhance its governance capabilities.
21	Briefly explain what you would do if you believed one or more other charter board members were acting unethically or not in the best interests of the school. If I felt that other Board members were acting unethically, I would review the Board's bylaws, conflicts of interest policy, and code of ethics and report my concerns according to the policy.
DISCLOSURES	

22	Indicate whether you or your spouse knows the other board members for the proposed charter.	NO	Choose one response.
	If YES, explain. If NO, type N/A.		
23	Indicate whether you, your spouse, or other family members know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity.	NO	Choose one response.
	If YES, explain. If NO, type N/A.		
24	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the charter.	NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.		
25	Indicate if the charter intends to contract with a third-party education service provider (ESP).	YES	Choose one response.
	If YES, summarize your involvement in the selection process. If NO, type N/A.	MS Global's Board intends to contract with the Global Public Charter Foundation for Sevices and access to the award-winning Model.	
	If YES, briefly explain your understanding of the legal relationship between you as a board member and the ESP. If NO, type N/A.	My understanding of the relationship is that the Global Public Charter Foundation will not manage Mississippi Global, but the the school will contract with the Global Public Charter Foundation to receive services and have access to the award-winning model GPCF has access to.	
	If YES, briefly discuss your involvement in the review and/or negotiation of the management agreement. If NO, type N/A.	There is a draft agreement that I will be reviewing.	

	If YES, identify your role and/or the roles of your spouse and other family members in the direct or indirect ownership, employment, contractual or management interest in the ESP. If NO, type N/A.	N/A	
26	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the ESP.	NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.	N/A	
27	Indicate any POTENTIAL ethical or legal conflicts of interest that would exist of be likely to exist if you serve on the charter school board.	I do not foresee any ethical or legal conflicts of interest if I serve on the charter school board.	
28	Choose the accurate response for the required documentation		
	Resume	My resume is attached.	
	Professional Biography	My professional biography is attached.	
	Proof of U.S. Citizenship	A copy of my birth certificate or passport is attached as proof of my U.S. citizenship.	
	Background Check Results	A copy of my background check IS attached.	
	If copy of background check is not attached, explain why and when it will be submitted. If a copy of the background check is attached, type N/A.		
CERTIFICATION			

CERTIFICATION
I recognize that all information submitted with this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations. I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have responded in every green box and attached all required documents.
[redacted] Name/Role with Applicant Organization [redacted] Signature May 12,2024 Date

Tony G. Anderson



Objective: I am actively seeking a challenging entry level position or related position that offers me the opportunity to advance.

Education: **Alcorn State University- B.S. Agribusiness Management -1996**
Minor- Business Management

Mississippi Valley State University- M.S. Environmental Health
Concentration: Environmental Management- Further Study

Walden University- M.S. Education
Concentration: Middle School Science (Completion Dec 2012)

Educator's License - Mississippi Department of Education 301 Endorsement Agriculture, 188 Endorsement in General Science

Elected Alderman-At-Large, Town of Renova (6/04/13)

Experience:

Sunflower Co. Consolidated School District- (7/19- present)
Cleveland Career Development and Technical Center
Earth & Space Science Instructor

Responsible for instruction of Earth & Space Science to the students who are enrolled in my classes. I am responsible for the submission of weekly lesson plans and bi-weekly assessments. I am also responsible for maintaining my student records and submitting grades to be placed on their permanent record.

Cleveland School District- Cleveland, MS (7/14- present)
Cleveland Career Development and Technical Center
Agriculture Environmental Science and Technology Instructor

Responsible for instruction of Agriculture, Environment, Science and Technology to the students that are enrolled in my classes. I was responsible for the submission of weekly lesson plans and bi-weekly assessments. I was also responsible for maintaining my student records and submitting grades to be placed on their permanent record.

North Bolivar School District- Shelby, MS (7/09- present)
Broad Street High School
Agriculture and Natural Resource Instructor/ Coach

Responsible for instruction of Agriculture and Natural Resources to the students that are enrolled in my classes. I was responsible for the submission of weekly lesson plans and bi-weekly assessments. I was also responsible for maintaining my student records and submitting grades to be placed on their permanent record. I also served as the Middle school Head Football coach. I was responsible for getting the students prepared to play football, maintain discipline, and teach them to to be young men.

Greenville Public Schools- Greenville, MS (12/08- 6/09)
Greenville Technical Center
Agriscience Instructor

Responsible for instruction of Agriscience and related classes to the students that attend the Technical Center. I was responsible for the submission of weekly lesson plans, classroom management, and computations of student grades, and to maintain student records. I was also responsible for three separate budgets for the implementation of the Agriscience program. I also had the responsibility of providing integrated lessons with other Instructors at the Technical Center.

Alcorn State University- Alcorn State, MS (11/07- 11/08)
Cooperative Extension Program
Area Agricultural Educator

Responsible for the training and education of farmers in the areas of production, production practices, environmental issues, and economic management. I was also responsible for providing assistance in rural business and youth development. I was responsible for planning and implementing programs to help cooperatives to become self- sufficient. I also submitted reports to my supervisor in a timely and orderly manner as to my actions in my assigned area

Agricultural Agent/ Interim Facility Manager (6/03- 11/07)

Oversaw a fifty thousand (50,000) dollar annual budget for the upkeep and acquisitions for the facility. Coordinator for the day-to-day operation, and responsible for receiving and the installation of equipment valued of two hundred forty thousand (240,000) dollars. I was responsible for the day-to-day

management of the facility. This included but was not limited to ensuring that all environmental and safety standards were maintained. Received and processed produce, managed labor force for the facility, structure, manage, market produce for the cooperative and the University.

Cooperative Extension Specialist (7/00-5/03)

Coordinated the Sweet Potato project for the University. Prepared loan packages for producers, Cooperatives, and other individuals needing assistance in the areas of agriculture, rural business, and youth development. Planned and implemented programs to help members of the Cooperative to become self- sufficient. Coordinated planting, harvesting, and processing for the Cooperative. Assessed fees for the cooperative to maintain equipment and to pay other obligations. Assisted in the marketing of produce for the Cooperative. Provided technical assistance in agriculture, small business and youth development, and other outreach activities. Provided supervision for environmental and safety standards in the processing plant.

Small Farm Outreach Technical Assistance Program
Agribusiness Management Specialist (5/98- 7/98)

Coordinated producer education classes on new technological advances in the field of agriculture. Prepared loan packages for producers, grass root organizations, schools, and individuals that were in need. Assisted in finding markets to sale commodities for producers. Provided outreach workshops and training sessions to promote economic awareness and sustainability. Also prepared grant proposals that helped the University, the community, and its residents.

[redacted] - Board Member Biography

Tony G. Anderson is an experienced educator, manager, and actively involved in his community. Mr. Anderson is the Pastor of Azion Missionary Baptist Church in Mound Bayou, MS. Mr. Anderson is currently science teacher at Sunflower Consolidated School District where he has taught since 2019. He began his teaching career teaching classes about new technological advances in the agricultural field and coordinated with community members to provide loan packages for individuals and local organizations in need. Mr. Anderson continued with similar work during his tenure at Alcorn State University as a Facility Manager and Area Agricultural Educator, in addition to overseeing day-to-day operations and a $50,000 annual budget for upkeep and acquisitions for the facility. In this role, he also trained and educated farmers about production practices, environmental issues, and economic management. In 2009, he transferred his skills to the public school setting. As an educator, Mr. Anderson has taught classes and managed the budget and curricula for a range of courses in several cities in Mississippi, including science classes. In addition to his extensive teaching experience, Mr. Anderson's extreme care for and commitment to his community is highlighted by his elected position of alderman-at-large for the town of Renova, Mississippi in 2013 and his extensive work towards educating his community. Mr. Anderson attended Walden University where he received a M.Ed. with a concentration in Middle School Science, Mississippi Valley State University where he earned a M.S. in Environmental Health with a concentration in Environmental Management, and Alcorn State University where he received his B.S. in Agribusiness Management with a minor in Business Management. He received his Educator's License from the Mississippi Department of Education in Agriculture and General Science.

Lindsay A. Dawson, MBA, MA
[redacted]

SUMMARY

Marketing leader with MBA and 20+ years of experience in the publishing industry. Proven success in launching bold initiatives for established brands. Highly skilled in audience engagement, project management, and cross-functional collaboration.

EDUCATION

University of Illinois at Urbana-Champaign
Master of Business Administration (MBA) — December 2020
Concentrations: Digital Marketing, Strategic Leadership & Management

University of Chicago, Chicago, IL
Master of Arts in the Humanities — June 2010

Vassar College, Poughkeepsie, NY
Bachelor of Arts, English — May 2005

EXPERIENCE

Marketing Manager II, JAMA Network, Chicago, IL — July 2019-Present

- Promoted from Marketing Manager I
- Develops and executes multichannel marketing plans for *JAMA*, *JAMA Network Open*, 11 specialty medical journals, and other JAMA Network products, including digital campaigns
- Leads integrated marketing campaigns for major initiatives including JAMA Summit, author outreach program, institutional site license sales, and *JAMA Health Forum* launch
- Develops and executes marketing campaigns for key audiences including authors, clinicians, institutional customers, students/residents, and allied health professionals
- Leads marketing operations and process improvement initiatives; successfully revamped campaign and creative workflows, conference planning, and team meetings
- Identifies marketing technology needs and leads implementation of tools such as Asana to plan, schedule, and evaluate marketing projects across departments
- Co-plans Library Advisory Board strategy and activities with planning committee
- Leverages digital analytics to evaluate and improve marketing tactics
- Manages Senior Marketing Specialist

Marketing Manager I, JAMA Network, Chicago, IL — August 2014–June 2019

- Managed development of print and digital marketing collateral, including display advertising, catalogs, email campaigns, brochures, flyers, trade show booths, exhibit materials, and premiums—including project scheduling and planning
- Led marketing plans for new product launches, including *JAMA Oncology*, *JAMA Cardiology*, *JAMA Network Open*, *JAMA Health Forum*, jamanetwork.com redesign, and mobile apps
- Successfully liaised between creative design team, vendors, and agency partners to execute campaigns
- Managed marketing materials for author outreach program targeting high-profile researchers

- Planned and developed marketing strategy and collateral to drive international and domestic sales
- Attended and managed JAMA Network booth presence at 10-15 conferences annually

Marketing Manager, Book Publishing, American Bar Association, Chicago, IL May 2011–July 2014
- Developed and executed marketing campaigns for books published by the ABA
- Led brand strategy, including development of new product lines and re-branding
- Managed email marketing campaign consisting of 200+ email blasts annually
- Led art direction for book covers
- Managed $2 million program budget
- Planned and developed marketing collateral, including advertisements (print and digital), direct mail, and brochures
- Developed and presented financial and marketing reports to ABA Board and senior leadership
- Wrote marketing copy, book cover copy, press releases, advertising copy, and blog posts
- Represented ABA at trade shows and legal conferences
- Managed books' web and social media presence

Senior Promotions Manager, University of Chicago Press, Chicago, IL September 2009–April 2011
- Coordinated marketing efforts for *The Chicago Manual of Style, Sixteenth Edition* (print and online editions), including development of campaign and extensive global launch
- Executed marketing and media publicity campaigns for reference books, trade books, and key backlist titles
- Planned and executed marketing department's e-mail marketing campaigns
- Managed social media marketing for *The Chicago Manual of Style*
- Managed student assistant

Promotions Manager, University of Chicago Press, Chicago, IL September 2006–August 2009
- Managed publicity and marketing efforts for 100+ new books a year on law, medieval studies, literature, and economics
- Wrote promotional copy for book jackets, book covers, seasonal catalogs, and advertisements
- Attended academic meetings in a variety of disciplines to promote and sell books

Exhibits Assistant, University of Chicago Press, Chicago, IL July 2005–September 2006
- Supported exhibit program promoting trade and academic books
- Managed student assistant

Editorial Assistant, *Vassar Quarterly*, Poughkeepsie, NY 2002–2005
- Wrote dozens of articles, from feature-length cover stories to short profiles
- Assisted in magazine layout, proofing, fact-checking, and author communications
- Coordinated alumnae/i relations work, volunteer management, and special events

RECENT PROFESSIONAL LEADERSHIP ACTIVITIES

- Steering Committee Member, JAMA Network Managers Forum 2022–Present
- Mentor, Society for Scholarly Publishing 2022–Present
- Mentoring Circle Member, Women Inspired Now 2020–Present
- Marketing & Communications Board Member, Society for Scholarly Publishing 2021–2022
- Communications Equity Workgroup, American Medical Association 2021–2022

Lindsay Dawson- Board Treasurer Bio

Lindsay A. Dawson is a seasoned marketing leader with over two decades of experience in the publishing industry. With a comprehensive academic background including an MBA and an MA in Humanities, Lindsay has honed her expertise in driving strategic initiatives and fostering audience engagement. Her career is marked by a track record of successfully launching innovative campaigns, showcasing her skills in project management and cross-functional collaboration. Currently, Ms. Dawson serves as a Senior Marketing Manager for JAMA. In this role, Ms. Dawson leads marketing campaigns for a portfolio of 13 medical journals and launches new initiatives for the JAMA Network.. Lindsay's commitment to excellence is evident not only in her professional achievements, but also in her role as Chair of the Global Public Charter Foundation Board where she provides exceptional governance and oversight to further the organization’s mission to foster educational equity.

[redacted]

PROFESSIONAL EXPERIENCE

Okolona Municipal Separate School District – *Okolona, M.S.* August 1993 – May 2011
Okolona Elementary School
Second Grade Teacher |Full-time| August 1996 – May 2011
Third Grade Teacher |Full-time| August 1994 – May 1996
Fifth Grade Teacher |Full-time| August 1993 – May 1994
Jackson Municipal Separate School – *Jackson, M.S.* September 1982 – June 1993
Timberlawn Elementary School
Third Grade Teacher |Full-time| September 1987 – June 1993
Clausell Elementary School
Third Grade Teacher |Full-time| September 1982 – June 1987
Brookhaven Municipal Separate School District – *Brookhaven, M.S.* September 1981 – June 1982
C.H. Lipsey School
Seventh Grade Math Teacher
Houston Elementary School – *Houston, T.X.*
Fourth Grade Student Teacher

EDUCATION

Jackson State University
Master of Science in Education, Elementary Education

Mississippi State University
Bachelor of Science

CERTIFICATIONS AND ACHIEVEMENTS

- Certified in Elementary Education, K-8
- Wrote the Suggested Teaching Strategies for the Second Gade Mississippi Science Framework, 2010 Revision
- Wrote the Third Grade Mathematics Curriculum for the Jackson Municipal Separate School District

Tony Gann - Board Member Biography

Tony B. Gann is a seasoned elementary school educator who has been teaching since 1981. He earned a M.Ed. in Elementary Education from Jackson State University, a B.S. from Mississippi State University, and is certified to teach grades K-8. While he completed his studies, he was a student teacher for a fourth grade class in Houston, TX, and in the years since, he has taught seventh grade mathematics, third grade, fifth grade, and second grade in several schools across Mississippi. Mr. Gann has left a positive impact on these schools by writing the 2010 Revision of the Suggested Teaching Strategies for the Second Grade Mississippi Science Framework for Okolona Municipal Separate School District and the Third Grade Mathematics Curriculum for the Jackson Municipal Separate School District. Mr. Gann's commitment to education is demonstrated by the unique combination of educational experiences and technological approaches to subject material he employs to best teach his students.

[redacted]

Seeking a challenging position within an organization where I can fully utilize my education and experience with education, customer service, government, political science, and programming. I am skilled in Microsoft Office: Word, Excel, Access, Outlook, PowerPoint, etc. as well as programs, projects, operations, and quality assurance.

EXPERIENCE

SUN PRAIRIE AREA SCHOOL DISTRICT

Dean of Students I Madison, WI

2019-PRESENT

- Assists the Principal and Associate Principals in the investigation and resolution of disciplinary problems and maintenance of records of any action taken to ensure that the discipline policy is administered in a fair and just manner.
- Manage, coordinate, and complete all required disciplinary paperwork through the student management system.
- Collaborates with staff around student behavior plans, day-to-day operations, student check-ins, etc.
- Coordinates, facilitates, and implements disciplinary and behavioral intervention and any accompanying follow up support steps, including PBIS, and process with staff, working closely with the Principal and Assistant Principals.
- Manages and coordinates student plans regarding tardiness, student attendance and truancy.
- Maintains daily bell schedules.
- Assist in the maintenance of the crisis management plan and school safety requirements including coordinating fire and tornado drills.
- Manages and coordinates restorative justice practices including peer mediation opportunities.
- Provides supervision during student transitions between classes and in the lunchroom.
- Works cooperatively with local police agency and the School Resource Office on security matters.
- Manages and coordinates the work of the Youth Advocates.
- Attends designated meetings as directed by the Principal.

Special Education Teacher I Madison, WI

2019-PRESENT

- Over 4 years of experience as a Special Education Teacher, focusing on providing support in Math and English Language Arts to students with diverse needs.
- Proven ability to adapt teaching strategies and materials to accommodate individual learning styles, while fostering a positive and inclusive classroom environment.
- Excellent communication and collaboration skills, with experience working closely with parents, school administrators, and other educators to develop and implement personalized learning plans for students.
- Demonstrated leadership in serving as grade-level and special education lead, as well as a member of the school-based leadership team, driving continuous improvement of instructional practices and student outcomes.
- Provide specialized instruction to students with various learning needs, ensuring access to grade-level curriculum in Math and English Language Arts.
- Develop and implement Individualized Education Plans (IEPs), incorporating input from parents, students, and other educators to ensure the best possible outcomes for each student.
- Collaborate with general education teachers to adapt and modify instructional materials, as well as co- teach lessons when appropriate.
- Serve as grade-level leader and special education lead, providing guidance and support to other teachers in the department and promoting best practices in instruction and assessment.
- Participate in the school-based leadership team, working closely with administrators and colleagues to continuously improve school-wide policies, procedures, and instructional practices.

WASHINGTON GLOBAL PUBLIC CHARTER SCHOOL

Social Studies Teacher/8th Grade Counselor/Recruitment Specialist I Washington, DC
2015-2019

- Adapted and taught a culturally responsive social studies curriculum.
- Experienced different techniques for managing behavioral problems in a diverse setting.
- Taught thematic units that had a multicultural cultural diversity.
- Utilized appropriate technology to communicate the progress of students.
- Maintained communication with staff, parents, and the community.
- Taught and managed a college and career program.
- Served as a high school advisor to students.
- Oversaw the academic and behavioral progress of students.
- Coordinated all student recruitment activities, including outreach to elementary schools.
- Managed and operated the Salesforce platform.
- Managed the My School DC platform.

BROWNE EDUCATION CAMPUS

Social Studies Teacher I Washington, DC
2014-2015

- Adapted and taught a culturally responsive social studies curriculum.
- Experienced different techniques for managing behavioral problems in a diverse setting.
- Taught thematic units that had a multicultural cultural diversity.
- Utilized appropriate technology to communicate the progress of students.
- Maintained communication with staff, parents, and the community.
- Taught and managed a college and career program.
- Demonstrated the ability to work in an urban setting with at-risk students.
- Corresponded and coordinated with the Special Education to develop and teach a reading curriculum for a pull-out reading group

JAMES C. WRIGHT MIDDLE SCHOOL

Social Studies Teacher I Madison, WI
2012-2014

- Adapted and taught a culturally responsive social studies curriculum.
- Experienced different techniques for managing behavioral problems in a diverse setting.
- Deep knowledge of the TCI curriculum.
- Taught thematic units that had a multicultural cultural diversity.
- Fulfilled responsibilities as defined and directed by the Madison Metropolitan School District.
- Utilized appropriate technology to communicate the progress of students.
- Maintained communication with staff, parents, and the community.

AVID

TAG Coordinator I Madison, WI
2012-2012

- Coordinated the implementation of the Advancement Via Individual Determination (AVID) program to meet national AVID standards
- Assisted in the training of AVID strategies for educators
- Participated on leadership committee to develop an action plan to narrow the achievement gap at Cherokee Middle School
- Supervised students who participated in an online advanced math and literacy class
- Worked with educators and professional staff in student academic placement

EDUCATION

MASTER'S DEGREE – SPECIAL EDUCATION

University of Wisconsin-Madison

August 2021

BACHELOR'S DEGREE – ELEMENTARY EDUCATION

University of Wisconsin-Madison

CERTIFICATIONS AND LICENSES

- Special Education Certification
- Teaching Certification
- Educator License with Stipulations
- Professional Educator License

SKILLS

- Curriculum Development
- Special Education
- Classroom Management
- Math
- Teaching
- Mentoring
- Adobe Acrobat
- Behavior management
- Salesforce
- Tutoring

Janelle Jeter-Smiley - Board Vice Chair Biography

Janelle Jeter-Smiley was born in Washington, D.C., currently resides in Madison, WI, and works in education. With over a decade of experience in the field of education, Janelle has held several impactful roles, including Dean of Students, PBIS Coach, and Social Studies and Special Education Teacher. Her career spans urban districts in Madison, WI, and Washington, D.C. In each of these roles, Janelle has demonstrated a steadfast commitment to supporting the academic, social, and emotional growth of students with diverse learning needs. Her experience and understanding of the school system underscore the critical role that effective leadership plays in creating inclusive and supportive learning environments. Janelle has been recognized for her contributions to education, implementing numerous initiatives that have led to significant improvements in student outcomes and school culture. Janelle aims to drive systemic change initiatives that promote diversity and inclusion within educational settings. She is dedicated to challenging and reforming systems that are not equitable for all students. Janelle has a Bachelor's degree in Elementary Education with a major in Political Science and a Master's degree in Special Education from the University of Wisconsin-Madison, and she is currently pursuing her Doctorate in Educational Leadership from Edgewood College, where she continues to deepen her expertise and her commitment to educational leadership.



EXPERIENCE

September 2021 – present

COACH IMPACT LEAD (INSTRUCTIONAL LEADERSHIP COACH MANAGER)

Achievement Network (ANet)

- Ensuring strong practices in partner schools through performance management of direct reports, including effective use of data to inform, prioritize, and take action
- Build my expertise on strong coaching practices and provide coaching development and support across the School Services team to ensure high-quality implementation in various school context
- Based on coaching portfolio, lead strategic initiatives for service line learning and development as co-designed with the VP of School Services and the service strategy team
- Collaborating across the service leadership team and with internal teams on a community of practice to elevate strong practices and accelerate collective impact
- Ensuring strong and engaged relationships with school-based partners by supporting coaches to set a vision and execute on a client engagement strategy that focuses on retention of existing partners and leads to multi-year high impact on partnerships
- Work alongside new coaches to provide side by side support as they onboard into their role, including partner coaching mentorship and development
- Work closely with the Coaching Strategy Team to provide more in-depth and targeted support to coaches as needed
- Execute and capture coaching interactions for internal training and development purposes
- Operate as a stand-in coach who can provide coverage for team members on leave and/or support new partners to avoid late start gaps
- Design and execute coach learning and development sessions aligned to the strategic priorities of the service line and School Service team needs skilled in leveraging my strategic thinking skills to identify opportunities and challenges, articulate root causes, and assess the needs of stakeholders in order to develop an overall vision of success and to make recommendations that will accelerate change

July 2019 – September 2021

MANAGING DIRECTOR, COACHING STRATEGY

Achievement Network (ANet)

- Developed and executed high quality learning trajectories and learning experiences (Professional Learning & Development) for instructional leadership coaches of partner school and systems that lead to measurable outcomes
- Utilized data to track emergent and ongoing needs of coaches and EDs to identify trends, inform future development opportunities and design supporting tools and resources
- Worked alongside several internal network and regional teams to provide exceptional, differentiated support that leads to outcomes for partner schools

- Leveraged coaching observations and video review to ensure coaches received consistent, regular, and high-quality feedback that reinforced strengths and supported growth and development
- Used qualitative and quantitative data to identify needs, monitor progress, and gauge the impact of training and support to inform continual improvement of support programs for coaches and EDs
- Fostered cross-network collaboration and best practices sharing by identifying and sharing of strong leadership coaching practices
- Determined when coaching tools and resources are needed to ensure coaches have the materials and resources they need to serve our partners effectively
- Planned and executed annual Coach Institute which provides professional learning and development for the organizations 62 instructional leadership coaches
- Developed tools, coaching strategies, and innovative ideas for the organization that built and improved coaching practices

June 2015 – July 2019

SENIOR DIRECTOR OF SCHOOL SUPPORT (Sr. Instructional Leadership Coach)

Achievement Network (ANet)

- Served as a leadership coach for school leaders in Baltimore and Washington DC, partnering with them to identify and overcome barriers to successful data-driven instruction and increased student achievement, including how to develop and
- Developed school leaders and teachers on effective use of real-time data from the ANet interim assessments to target student misunderstandings, to improve teacher practice, and to continually deepen understanding of the rigor of the Common Core standards
- Supported school-wide change management, and building expertise in standards-based and data-driven instruction and teacher development
- Engaged in implementation of school selected curriculum
- Trained and coached school leaders and teachers on effective backwards planning using state standards, complex texts, and curricula to achieve student mastery of grade-level content
- Conducted regular learning walks and classroom observations with leadership teams and district leaders; debrief and action plan based on observations
- Analyzed student data and used research-based practices to inform an individualized strategy for coaching each school leadership team
- Engaged in a gradual release of support to build some schools' independence with teacher development, first by modeling meeting facilitation, then observing and providing coaching and feedback to leaders on their facilitation
- Designed, developed and facilitated professional learning sessions for district leaders, school leaders and teachers on Common Core standards, CCSS aligned curricula (EL and EngageNY), standards-based instruction and instructional best practices
- Served in internal ANet leadership roles, which could include recruiting and hiring, network event coordination sales, professional learning planning and facilitation, and strategy development

December 2017 – present

FACILITATOR

UnboundEd

- Facilitate professional learning sessions for Leadership Pathway 6th – 8th grade covering Math & ELA content
- Facilitate professional learning sessions for UPP K-5

- Facilitate professional learning sessions for ELA (Teacher) Pathways K-5 & 6-12
- Facilitate professional learning sessions for Leadership Institute Principals K-5
- Facilitate professional learning sessions for K-5 & 6-12 Math (Teacher) Pathways

July 2013 – June 2015
ASSOCIATE PRINCIPAL
McKinley Middle School, McKinley Technology Education Campus (DCPS), Washington, DC

- Provided leadership direction in establishing and developing the community's first middle school for 200 students.
- Supervised and evaluated 39 direct reports including 23 teachers and 16 support staff
- Accountable for fiscal management, budget development, human resources, curriculum/program development, administration and community involvement.
- Established an exemplary inclusion program that meets the needs (30% SPED population) of a highly diverse student body.
- Facilitated multiple transition teams in the development of procedures, student handbook, master schedule, curriculum and other materials for the new school.
- Contributing member on a team to reconstruct and strengthen the DCPS Administration evaluation and procedures rubric
- Provided leadership for the planning, development and implementation of the middle school's curriculum and budget
- Developed and facilitated targeted professional development for teachers and staff
- Provided leadership in the recruitment of staff and executed a system of personnel selection and assignment.
- Promoted staff professional growth, cooperation and self-development.

July 2012 – June 2013
RESIDENT PRINCIPAL/NEW LEADERS FOR NEW SCHOOLS
McKinley Technology High School, Washington, DC

- Oversaw 9th and 10th grade students; evaluated faculty in English, Social Studies, Art, Music, P.E., I.T., and AVID Instructional Departments; drive internal hiring process as administrator over the Personnel Committee
- Supervised 38 direct reports including 27 teachers and 11 support staff
- Lead teachers to achieve growth in student performance from 58% proficient/advanced on ECR 1 to 92% proficient/advanced on ECR 3 Increased number of student-centered classrooms from 27% to 94% through strategies focused on student engagement,
- instructor content knowledge, and effective use of instructional time

July 2010 – July 2012
LITERACY LEAD TEACHER
Frazier Preparatory Academy, Chicago, IL

- Accomplished 86% of students meeting or exceeding ISAT standards in Reading and Writing, increasing scores by 20%
- Accomplished 80% of students meeting or exceeding ISAT standards in Reading and Writing, increasing scores by 13%
- Planned and implemented Language Arts curriculum in accordance with state standards and school standards
- Mentored and coached new teachers on effective literacy strategies and classroom implementation, and effective classroom management strategies

July 2009 – July 2010

FOUNDING ENGLISH TEACHER & DEPARTMENT CHAIR-9TH GRADE

EPIC Academy Charter High School, Chicago, IL

- Created curriculum for entire English department with established clear objectives for all lessons, units, and projects
- Acted as Personnel Recruitment and Retention Committee member & Teacher Compensation Committee member
- Managed English Department budget of $10,000 and maintained documentation of all relevant financial records

July 2007 – July 2009

LANGUAGE ARTS TEACHER-TITLE I

Carver Middle School (OCPS), Orlando, FL

- Accomplished 89% of students meeting or exceeding the FCAT Reading and Writing standards (2008-2009); highest student achievement gains in school
- Accomplished 84% of students meeting or exceeding the FCAT Reading and Writing standards (2007-2008)
- Implemented Balanced Literacy program using centers to facilitate learning and provide students with opportunities to observe, question, and investigate

EDUCATION

APRIL 2005

JURIS DOCTORATE, **FLORIDA A&M UNIVERSITY COLLEGE OF LAW**

DECEMBER 1999

M.S. BUSINESS MANAGEMENT, **TROY STATE UNIVERSITY**

APRIL 1997

B.S. JOURNALISM, **FLORIDA A&M UNIVERSITY**

REFERENCES

AVAILABLE UPON REQUEST

Lysa Scott- Board • • • • Biography

Lysa L. Scott is a Coach Impact Lead for Achievement Network where she manages and develops instructional leadership coaches who work alongside school leadership teams to take them to the next level. This is done through the development of academic leadership teams on how to advance educational equity for ALL students through the building of strong leadership practices, a culture of data driven instruction and the development of teachers in their mastery of Common Core standards. At the Achievement Network, Lysa has also held the roles of Managing Director Coaching Strategy and Director of School Support (Instructional Leadership Coach).

Prior to joining Achievement Network, Ms. Scott served as a Resident Principal and Associate Principal in District of Columbia Public Schools (DCPS) and is a former ELA teacher. She holds a B.S. and J.D. from Florida A&M University and a M.S. from Troy State University. Lysa strongly believes that every child deserves a high-quality equitable education that is provided to them by educators who have strong content knowledge and pedagogy. She is passionate about the building of capacity in teachers and leaders to ensure that children are presented with an educational experience that allows for them to excel both academically and socially to reach their highest potential.

MISSISSIPPI CHARTER SCHOOL AUTHORIZER BOARD

Pursuing Excellence Through Options

ATTACHMENT 13

CHARTER SCHOOL PROPOSAL

Board Member Information Form
NEW OPERATORS

TO BE COMPLETED INDIVIDUALLY BY EACH PROPOSED CHARTER SCHOOL BOARD MEMBER.
ALL FORMS MUST BE SIGNED BY HAND.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this form are to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview and better prepare all for the interview; to encourage board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflicts of interest board members may have.

Each board member should individually complete, print, and hand sign a form. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

RESPOND IN EACH and EVERY GREEN BOX.
ARROWS FOR DROP-DOWN MENUS WILL SHOW WHEN YOU CLICK THE GREEN BOX.

BACKGROUND AND CONTACT INFORMATION					
1	Name of Proposed Charter:	Mississippi Global Academy			
2	Full Name:	Kennard Speed			
3	Street/Box Mailing Address:	620 Tennessee Street #202			
	City:	Memphis			
	State:	TN	Zip Code:	38103	
4	Phone Number:	662-801-7676			
5	Email Address:	kennard1.speed@gmail.com			
	Resume is attached:	YES	Choose one response.		

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6	If NO, explain. If YES, type N/A.	N/A	
7	Indicate if you currently serve or have ever served on the board of a school district, another charter school, a non-public school, or any non-profit corporation.	YES	Choose one response.
	If YES, explain. If NO, type N/A.	I serve on the board for Memphis College Prep Elementary School	
8	Indicate if you currently serve or have ever served as the leader or on the leadership team of ANY school.	NO	Choose one response.
	If YES, explain. If NO, type N/A.	N/A	
	No data is attached because I have no prior school leadership experience.		Choose one response.
	NOTE: Academic evidence attached should include annual achievement data. disaggregated by subgroups, for every school under current or prior supervision.		
	Briefly explain why you wish to serve on the board of the proposed charter.		

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9	I believe that education is the foundation for success and that it starts with a great learning enviornment coupled with great instruction and access. I want to serve on this board so that I can contribute to informing the direction and success of this institution of learning. Additionally, my experience with education has primarily been in the state of Mississippi and I love knowing that I will continue to impact the lives of so many students, educators, and thus the community by serving on this board. I want to continue to prove what's possible in Mississippi and show that our scholars are capable of achieving at high levels.
	Briefly explain your understanding of the appropriate role of a public charter school board member.
10	My understanding of the appropriate role a charter school board member is that I will provide governance to the school through my position on the Board. I will work with the Board to govern important functions of the school, including finance, academics, and operations. I will also work to ensure that the Board carries out the school's mission appropriately. In addition, the Board has an important role in overseeing the school leadership because it hires and evaluates the Principal. As a Board member I will also abide by high ethical standards and follow the organization's guidelines, including its bylaws.
	Briefly describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

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11	I have significant experience in education and leadership that will benefit Mississippi Global's Board. I have a deep knowledge of education in Mississippi. In 2011 I began to teach middle school math in the Mississippi Delta as a Teach for American (TFA) Corps Member. I also have significant education leadership experience and understand what outstanding teaching looks like. Upon completing my Teach For America teaching commitment, I joined TFA staff to coach and develop teachers across three districts in the state. Currently, I work to support our TFA alumni across Mississippi and Arkansas, across a variety of fields of. I have also served on the board of Memphis College Prep Elementary school since 2017.
	Describe the specific knowledge and experience that you would bring to the board.
12	My knowledge of education in Mississippi, understanding of effective teaching and learning, and management experience will benefit the Mississippi Global Board. In addition to being a TFA Corps member and experienced teacher, throughout my time as a teacher coach, I worked with over 100 teachers across approximately 15 districts in the state. I am adept at performance management in education and would bring that important skill to the Board. Throughout my professional experiences, I've had to engage heavily in data analysis, problem-solving, relationship-building, and decision-making to achieve outcomes. Furthermore, being able to apply reasoning and strategic thinking skills has helped me grow as a professional and would be a great asset to the Mississippi Global Board.
	SCHOOL MISSION and PROGRAM
	Briefly explain your understanding of the school's mission and guiding beliefs.
13	My understanding of Mississippi Global's mission is that the school will provide students in grades 4-12 with a rigorous, globally-focused academic program. The components of the academic program will include foreign language classes and Global Citizenship. The school's model includes project-based learning, research-based academic interventions, blended learning, service learning, and technology. Mississippi Global will also offer a robust special education program, an EL program, and academic interventions. The school's core beliefs are rooted in equity, inclusion and upholding a global mindset. In addition, the school's core beliefs state that all students must be held to high expectations and promote differentiation and intervention.
	Briefly explain your understanding of the school's proposed educational program.

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14	Based on my experience of schools in the Mississippi Delta, I believe that Mississippi Global fills a much-needed void. My understanding of Mississippi Global's proposed educational program is that the program will include courses focused on international education, including foreign language classes and a Global Citizenship course. The school will also provide a comprehensive special education program to meet the needs of diverse learners. Mississippi Global will also offer rigorous core content courses in science, math, social studies and ELA. Last, the school's model ensures that all students will receive the research-based interventions that benefit them.
	Briefly explain what you believe to be the characteristics of a successful school.
15	A successful school is one that holds all learners to high expectations and provides an equitable and inclusive learning environment. Schools that value students unique experiences while challenging them to grow academically and socially are important charateristics of a successful school. Schools that aim to promote authentic, supportive, and safe learning enviornments with high levels of family and community involvment are important elements of a successful school.
	Briefly explain how you will know if the school is succeeding in its mission.
16	I will know if the school is succeeding in its mission if it meets or exceeds its performance measures and goals. Additionally, successful school must be operationally and fiscally successful. I will also know if the school is succeeding if there is evidence of student academic growth. Additionally, leadership and teacher quality will be a key indicator if the school is successful.
	GOVERNANCE

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	Briefly describe the role that the board will play in the school's operation.
17	**The Board will govern and oversee Mississippi Global's academic program, operations, and fiscal management to ensure the success of the school. The Board will be critical during the founding of the school as policies and other essential documents are developed and finalized. The Board will develop important school policies and approve the school's budget each year. The Board will meet according to its bylaws, approve major policies, ensure an audit is carried out. Last, the Board will hire and evaluate the school leader.**
	Briefly explain how you will know if the charter is successful at the end of the first year of operation.
18	**After the first year of operation, Mississippi Global's success will be determined by whether it has met its Performance Standards and other critical goals stated in the school's charter contract. Success will also be determined by whether the school has met fiscal, attendance, and operational goals. I also believe success at the end of the first year of operation will be evident if our ongoing development has increased outcomes for teachers and students, and there is a high level of family and community involvement.**
	Briefly explain how you will know if the charter is successful after operating for four years.

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19	After four years of operating, I will know that Mississippi Global is successful if the school is consistently meeting performance standards, our teacher and school leadership retention rates are strong, and student enrollment metrics are being met. Students, faculty, and staff feel safe, a culture of academic rigor and success is apparent throughout the building, and students are invested in their academic learning.
	Briefly explain specific actions the charter school board will take to ensure that the charter is successful.
20	The Board will meet regularly, per the bylaws, and implement critical school policies. In the early years, the Board will be an important component of ensuring that the school locates a facility and has the proper resources to open. The Board will also hire and evaluate a school leader to ensure the school's success. The Board will also evaluate the school's programs using a variety of academic, operational and financial data to determine the program's success. The Board will also evaluate the school against a set of goals, including the school's performance metrics. Additionally, the Board will engage in activities that support the school's mission.
	Briefly explain what you would do if you believed one or more other charter board members were acting unethically or not in the best interests of the school.
21	If I felt that other Board members were acting unethically, I would review the Board's bylaws, conflicts of interest policy, and follow the appropriate steps to report the matter.

DISCLOSURES

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22	Indicate whether you or your spouse knows the other board members for the proposed charter.	NO	Choose one response.
	If YES, explain. If NO, type N/A.	N/A	
23	Indicate whether you, your spouse, or other family members know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity.	NO	Choose one response.
	If YES, explain. If NO, type N/A.	N/A	
24	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the charter.	NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.	N/A	
25	Indicate if the charter intends to contract with a third-party education service provider (ESP).	YES	Choose one response.
	If YES, summarize your involvement in the selection process. If NO, type N/A.	MS Global's Board will contract with the Global Public Charter Foundation (GPCF) for Services and access to the award-winning Model.	
	If YES, briefly explain your understanding of the legal relationship between you as a board member and the ESP. If NO, type N/A.	GPCF will not manage Mississippi Global. My understanding of the relationship is that the school and the GPCF enter into a contract so that MS Global will receive services, materials, resource, and gain access to the award-winning model that GPCF is privy to.	
	If YES, briefly discuss your involvement in the review and/or negotiation of the management agreement. If NO, type N/A.	I have not reviewed it, but I will review a draft.	

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	If YES, identify your role and/or the roles of your spouse and other family members in the direct or indirect ownership, employment, contractual or management interest in the ESP. If NO, type N/A.	N/A	
26	Indicate if you, your spouse, or other family members are conducting or anticipate conducting any business with the ESP.	NO	Choose one response.
	If YES, indicate the precise nature of the business. If NO, type N/A.	N/A	
27	Indicate any POTENTIAL ethical or legal conflicts of interest that would exist of be likely to exist if you serve on the charter school board.	I do not foresee any ethical or legal conflicts of interest if I serve on the Mississippi Global board.	

28	Choose the accurate response for the required documentation	
	Resume	My resume is attached.
	Professional Biography	My professional biography is attached.
	Proof of U.S. Citizenship	My birth certificate or passport was submitted with the Letter of Intent.
	Background Check Results	A copy of my background check IS attached.
	If copy of background check is not attached, explain why and when it will be submitted. If a copy of the background check is attached, type N/A.	

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CERTIFICATION

I recognize that all information submitted with this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have responded in every green box and attached all required documents.

[redacted]

Name/Role with Applicant Organization

[redacted]

Signature

05/17/2024

Date

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[redacted]

Educational Management & Non-Profit Community Engagement

[redacted] Cell: [redacted]

PROFESSIONAL PROFILE:

I am an accomplished educator, coach and manager skilled at driving towards and achieving results against individual and team-wide goals with over 10 years of educational experience. I am passionate about education, leadership, holistic student development and work in communities. In me you will find a driven and compassionate team player who is always looking to develop himself and others. I am self motivated and always seeking ways to contribute to my team.

EXPERIENCE:

Teach For America, Oxford, MS
Managing Director, Alumni Affairs *- June 2019 - Present*
Create a network experience for TFA alumni across the Greater Delta by providing leadership and professional development opportunities, access to career support and advancement and working with rising alumni to support their career pathways.
Key Results:

- *45% retention rate of rising alumni*
- *50% engagement rate*

Teach For America, Oxford, MS
Managing Director, Leadership and Learning *- June 2018 - June 2019*
Support a dynamic team of leaders to achieve outcomes with teachers and students across the Greater Delta region by working together to establish a vision and success plan for our new region. Work in partnership with schools and districts to increase our impact on students while developing our teachers. Engage in meaningful experiences with my team, and other functional teams, to continually increase staff and corps culture (GPTW, CSI, CALI). Manage the placement process for our incoming corps to ensure an aligned and effective process with our corps and districts.
Key Results:

- *1.29 average years of learning with 71% of teachers on pace to achieve at least 1 year of learning.*
- *Average of 4.03 on a 5 point scale with students experiences in the classroom (student surveys).*
- *90% completion rate on national and regional surveys providing us with valuable feedback.*

Teach For America, Oxford, MS
Director, Teacher Leadership Development *- June 2015 - June 2018*
Managed, coached and developed 3 teacher coaches across the region. Set and execute the vision and direction for the TLD team and targeted execution with direct reports. Strategically planned for coaches to achieve ambitious quantitative and qualitative goals, using data to progress monitor and adjust course. Facilitated professional development and learning experiences for coaches and teachers. Fostered meaningful relationships with school and district level leaders to better support coaches and teachers in our placement districts, while leveraging those relationships to successfully execute our corps member hiring process. Ensured that coaches and teachers are having a consistent positive experience on staff and throughout the continuum in our region. Worked across functional teams to meet region-wide goals.
Key Results:

- Consistently achieve more than 1 year of academic growth.
- 95% CM retention rate.

Teach For America, Oxford, MS

Manager, Teacher Leadership Development - June 2013 - May 2015
Managed, coached and supported roughly 50 teachers towards transformational outcomes for students while establishing community relationships across various districts and communities. Provided one on one and group coaching opportunities for teachers skill and mindset development. Provided direct development and support around diversity, equity and inclusiveness to push my own think and teacher's thinking. Observed teachers executing lesson plans and provided detailed and targeted feedback on instructional strategies, classroom management and culture, and data driven decision-making.

Key Results:

- 80% of CMs felt like they could be honest and vulnerable with me due to the relationship and safe space I created.
- 100% of CMs remained in good standing with licensure as 2nd year rising alumni.
- 77% of my last full cohort remained alumni educators in Mississippi or continued teaching elsewhere.

Humphreys County School District, Belzoni,MS
Pre-Algebra Teacher - *August 2011 - May 2013*
Prepared and delivered daily lesson plans designed to promote social and academic growth in the classroom. Created experiences that contributed to a student friendly environment conducive to learning and exploring with enthusiasm. Compiled and analyzed data to drive instruction and the decision-making process to influence student growth. Utilized technology and real-world examples to connect mathematical concepts in various ways.

Key Results:

- Increased student state test scores by 39%.
- Received the highest state test scores in the district.

AWARDS, DEVELOPMENT and LEADERSHIP:

- Memphis College Prep - Board of Director (2017 - Present)
- Best Practices for Differentiated Instruction Course (Spring 2017)
- Together Leader training "Plan, Prioritize and Protect Your Time" (Fall 2017)
- Classroom Management Tips and Procedures Course (Fall 2016)
- Rural School Leadership Academy - Participant (2014 - 2015)

EDUCATION:

Florida A&M University

- Master of Education, Educational Leadership (2011)
- Bachelor of Science, Business Administration (2008)

Kennard Speed - Board Secretary Biography

Kennard W. Speed is a seasoned educator and manager who has been working in the educational field for more than a decade. With a comprehensive academic background, including an M.Ed. in Educational Leadership and a B.S. in Business Administration, Mr. Speed began his career by teaching pre-algebra, where he increased students' state test scores by 39%, effectively receiving the highest state test scores in the district. Since working in the classroom, he has transitioned to managerial roles within school settings, where he provided one-on-one and group coaching for teachers to promote skill and mindset development, offered teachers feedback based on classroom observations, and adjusted curricula in accordance with quantitative and qualitative goals and student performance. In these managerials roles, Mr. Speed has a track record of successfully forming connections with the teachers on his team, many of whom remained in good standing with their school and continued teaching, and shaping the classroom to achieve the best possible outcomes for the students. He continues to foster connections and make a positive impact as his reach expands from Belzoni, Mississippi to the entire Greater Delta region. Currently, Mr. Speed serves as the Managing Director of Alumni Affairs for Teach for America (TFA). In this role, he creates a network experience for TFA alumni across the Greater Delta by providing leadership and professional development opportunities and access to career support and advancement. Mr. Speed's commitment to the success of teachers is evident in his previous employment where he coached teachers to ensure achievements within the classroom and his present role where he supports teaching alumni in their career goals.

ATTACHMENT 14:
STAFFING CHART



Staffing Chart Template – Mississippi Global Academy

Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed. Please add the name of your nonprofit organization to the footer of this document so that it appears on all pages.

Middle School Staffing Model and Rollout

Title	Year 1 2025	Year 2 2026	Year 3 2027	Year 4 2028	Year 5 2029	Full Enrollment 2030
Principal	1	1	1	1	1	1
Assistant Principal				1	1	2
Instructional Coach	1	1	1	1	1	2
Director of Operations	1	1	1	1	1	1
Dean of Students	1	1	1	1	1	2
Classroom Teachers (Core Subjects)	5	9	17	22	26	37.5
Classroom Teachers (Specials)	.5	1	2	2	3	3
Student Support Position 1: Guidance Counselor						1
Student Support Position 2 [specify]						
Specialized School Staff 1: Special Education Teachers	2	2.5	3	3.5	4	5.5
Specialized School Staff 2: Special Education Coordinator			1	1	1	1
Teacher Aides and Assistants	1	1	1	1	1	3
School Operations Support Staff	.5	.5	1	1	1	1
Total FTEs	13	18	29	35.5	41	61

ATTACHMENT 14:
STAFFING CHART

Mississippi Global ACADEMY

Staffing Chart Template – Mississippi Global Academy

Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed. Please add the name of your nonprofit organization to the footer of this document so that it appears on all pages.

Middle School Staffing Model and Rollout

Title	Year 1 2025	Year 2 2026	Year 3 2027	Year 4 2028	Year 5 2029	Full Enrollment 2030
Principal	1	1	1	1	1	1
Assistant Principal				1	1	2
Instructional Coach	1	1	1	1	1	2
Director of Operations	1	1	1	1	1	1
Dean of Students	1	1	1	1	1	2
Classroom Teachers (Core Subjects)	5	9	17	22	26	37.5
Classroom Teachers (Specials)	.5	1	2	2	3	3
Student Support Position 1: Guidance Counselor						1
Student Support Position 2 [specify]						
Specialized School Staff 1: Special Education Teachers	2	2.5	3	3.5	4	5.5
Specialized School Staff 2: Special Education Coordinator			1	1	1	1
Teacher Aides and Assistants	1	1	1	1	1	3
School Operations Support Staff	.5	.5	1	1	1	1
Total FTEs	13	18	29	35.5	41	61

ATTACHMENT 17:
SUPPLEMENTAL LEADERSHIP EVALUATION TOOLS



Principal- Supplementary Evaluation Measures- DRAFT.
Mississippi Global Academy

Below Expectations		Meets Expectations		Exceeds Expectations
Principal does not effectively contribute towards meeting any of the Board's operational goals (fundraising, recruitment, and attendance) or authorizer and State compliance requirements.	Principal contributes to meeting at least one of the Board's operational goals (fundraising, recruitment, and attendance) and authorizer and State compliance requirements.	Principal contributes to meeting at least two of the Board's operational goals (fundraising, recruitment, and attendance) and authorizer and State compliance requirements.	Principal contributes to meeting all of the Board's operational goals (fundraising, recruitment, and attendance) and authorizer and Stage compliance requirements, exhibiting leadership crucial to meeting these goals.	Principal contributes to meeting all of the Board's operational goals (fundraising, recruitment, and attendance), and exhibits leadership crucial to exceeding two or more goals. All State and authorizer compliance requirements are met.

1. Governance: Operations and Finance

2. Community Outreach and Partnerships

Below Expectations		Meets Expectations		Exceeds Expectations
Principal fails to forge any meaningful partnerships that directly or indirectly positively impact the school.	Principal proactively seeks out and forges 1-2 community partnerships that enhance the school's academic and/or extracurricular environment directly through services to students or indirectly (e.g., funding).	Principal proactively seeks out and forges 3 community partnerships that enhance the academic and/or extracurricular environment of the school directly through services to students, or indirectly (e.g., funding).	Principal proactively seeks out and forges 4 community partnerships that enhance the academic and/or extracurricular environment of the school directly through services to students, or indirectly (e.g., funding).	Principal proactively seeks out and forges 5 or more community partnerships that enhance the school's academic and/or extracurricular environment directly through services to students, or indirectly (e.g., funding).

Principal- Supplementary Evaluation Measures- DRAFT.
Mississippi Global Academy

3. Special Education Governance

Below Expectations		Meets Expectations		Exceeds Expectations
Principal fails to effectively govern special education as evidenced by serious compliance findings within the Principal's control. The Principal made little or no effort to correct the compliance findings.	Principal exhibits minimal effectiveness in governing special education, as displayed by multiple issues with the school's special education compliance (within Principal's control). The Principal made an effort to correct the compliance findings.	Principal exhibits effectiveness in governing special education as displayed by satisfactory compliance data (within Principal's control) and effective oversight of special education staff. The Principal exhibits evidence of proactively working with stakeholders, implementing an effective special education program, and resolving any issues throughout the year that arose.	Principal exhibits effectiveness in governing special education as displayed by above-average compliance data (within Principal's control) and effective oversight of special education staff. The Principal exhibits evidence of proactively working with stakeholders, implementing an effective special education program, and smoothly resolving any issues throughout the year that arose.	Principal exhibits effectiveness in governing special education as displayed by outstanding compliance data (within Principal's control) and effective oversight of special education staff. The Principal exhibits evidence of proactively working with stakeholders and implementing an effective special education program incorporating innovative programs. If issues arose, the Principal resolved them smoothly.

4. Public Relations

Below Expectations		Meets Expectations		Exceeds Expectations
Principal fails to effectively manage the school's public relations issues, as shown by the Principal not interacting with the school's stakeholders, or addressing any public relations issues that may arise.	Principal exhibits some effectiveness in managing the school's public relations as evidenced by the Principal making a minimal effort to interact with the school's stakeholders (families, authorizer, the community). The Principal	Principal exhibits effectiveness in managing the school's public relations as evidenced by effectively navigating interaction with the school's stakeholders (families, authorizer, the community,). The Principal makes an effort to forge	Principal is highly effective in managing the school's public relations as evidenced by examples of navigating interaction with the school's stakeholders (families, authorizer, the community). The Principal is proactive in forging	Principal is outstanding in managing the school's public relations as evidenced by numerous examples of effectively navigating interaction with the school's stakeholders (families, authorizer, the community). The Principal

	makes little to no effort to connect to many stakeholder groups.	positive relationships and an effort to address any public relations issues.	positive relationships and effectively addressing any public relations issues. The Principal is considered an effective public speaker and spokesperson for the school.	is proactive in forging multiple positive relationships and actively addresses any public relations issues. The Principal is considered a highly effective public speaker and spokesperson for the school.

5. Charter School Law

Below Expectations		Meets Expectations		Exceeds Expectations
Principal demonstrates a lack of understanding of the Mississippi Charter Schools Act of 2013 and subsequent amendments. The principal fails to ensure compliance with key aspects of the law, such as enrollment requirements, reporting obligations, and governance standards. The school may face legal or regulatory issues due to the principal's insufficient knowledge and adherence to charter school law.	Principal demonstrates a limited understanding of the Mississippi Charter Schools Act of 2013 and subsequent amendments. The principal ensures compliance with some aspects of the law, such as enrollment requirements and reporting obligations, but may struggle with more complex governance standards. The school may experience occasional legal or regulatory issues due to the principal's gaps in knowledge and inconsistent adherence to charter school law. The principal requires additional support and	Principal demonstrates a basic understanding of the Mississippi Charter Schools Act of 2013 and subsequent amendments. The principal ensures that the school complies with most aspects of the law, including enrollment requirements, reporting obligations, and governance standards. While minor issues may arise, the principal takes corrective action to address them and maintains overall compliance with charter school law.	Principal demonstrates a solid understanding of the Mississippi Charter Schools Act of 2013 and subsequent amendments. The principal consistently ensures that the school complies with all key aspects of the law, including enrollment requirements, reporting obligations, and governance standards. The principal proactively seeks clarification on any ambiguous or new legal requirements and takes prompt action to implement necessary changes. The school maintains a strong	Principal thoroughly understands the Mississippi Charter Schools Act of 2013 and subsequent amendments. The principal proactively ensures that the school complies with all aspects of the law, including enrollment requirements, reporting obligations, and governance standards. The principal stays up-to-date with any changes in charter school law and implements necessary adjustments to maintain compliance. The school serves as an example of strong adherence to charter school

	training to effectively manage compliance with charter school law.		record of compliance with charter school law, and the principal is recognized as a reliable source of information within the school community.	law, and the principal is recognized as a knowledgeable resource on the topic.

6. Alignment with Mississippi Accountability System, Transparency and Accountability Standards, and Licensure Requirements

Below Expectations		Meets Expectations		Exceeds Expectations
The principal fails to align the school's performance with the Mississippi Accountability System, consistently falling short of the standards for student achievement, growth, and graduation rates. The principal does not adhere to state-mandated transparency and accountability measures, with financial data, student enrollment, and personnel information often reported inaccurately or not at all. The principal demonstrates a lack of understanding and compliance with Mississippi's educator licensure requirements, allowing staff members to work without valid licenses or certificates.	The principal makes some effort to align the school's performance with the Mississippi Accountability System but struggles to meet the standards for student achievement, growth, and graduation rates consistently. The principal adheres to some state-mandated transparency and accountability measures but may occasionally report financial data, student enrollment, or personnel information inaccurately or late. The principal shows a basic understanding of Mississippi's educator licensure requirements but may not always ensure that all staff members hold valid	The principal consistently aligns the school's performance with the Mississippi Accountability System, meeting the standards for student achievement, growth, and graduation rates. The principal adheres to state-mandated transparency and accountability measures, reporting financial data, student enrollment, and personnel information accurately and on time. The principal demonstrates a clear understanding of Mississippi's educator licensure requirements and ensures that all staff members hold valid licenses or certificates.	The principal proactively aligns the school's performance with the Mississippi Accountability System, often exceeding the standards for student achievement, growth, and graduation rates. The principal adheres to state-mandated transparency and accountability measures and takes initiative to provide additional information and context to stakeholders regarding financial data, student enrollment, and personnel information. The principal has a thorough understanding of Mississippi's educator licensure requirements and actively supports staff	The principal consistently and significantly aligns the school's performance with the Mississippi Accountability System, surpassing the standards for student achievement, growth, and graduation rates. The principal is a model of adherence to state-mandated transparency and accountability measures, setting a high standard for timely and accurate reporting of financial data, student enrollment, and personnel information. The principal demonstrates an exceptional understanding of Mississippi's educator licensure requirements, ensuring that all staff

	licenses or certificates.		members in maintaining and upgrading their licenses or certificates.	members hold valid licenses or certificates and encouraging continuous professional development to maintain and enhance their qualifications.

ATTACHMENT 19:
START-UP PLAN



Mississippi Global ACADEMY

Start-Up Timeline

Begin	End	Objective	Completed by
May 2024	Feb 2025	Facility Search	GPCF/BOD
May 2024	Jun 2024	Develop comprehensive job descriptions for each unfilled role.	GPCF/BOD
Jun 2024	Jan 2025	Create and refine marketing plan, brand strategy, logo, colors and fonts. Begin website design	BOD/GPCF
Jul 2024	Aug 2024	Job Posting and Advertising for Principal. Post on relevant job boards, website, and professional networks.	GPCF/BOD
Aug 2024	Jul 2025	Research and ensure acquisition of required staff immunizations.	DO
Sep 2024	Oct 2024	Develop school information packet (e.g. curriculum overview documents, community program information, parent interest form and student registration forms.	BOD/GPCF
Sep 2024	Oct 2024	Develop hiring, background/fingerprint clearance process and onboarding process	BOD/Principal
Sept 2024	Oct 2024	Solicit and develop school's enrollment lottery system	BOD/Principal
Sep 2024	ongoing	Formal planning to create partnerships with local community organizations; Begin blog for Mississippi Global	BOD/GPCF/Community Consultant
Sep 2024	ongoing	Candidate application review and screening interviews for key leadership. Hiring committee to review all applicants who have the required qualifications for founding leadership and key instructional staff	Principal/BOD
Oct 2024	Oct 2024	Board approval of articles of incorporation and conflict of interest, adopt bylaws	BOD
Oct 2024	Oct 2024	Job Posting and Advertisting for founding leadership and key instructional staff. Post on relevant job boards, website, and professional networks, and utilize community partnerships.	Principal
Oct 2024	Mar 2025	Student Lottery opens (application period)	Principal
Oct 2024	ongoing	Begin advertising as lead up to student recruiting begins, including placing ads in newspapers, on local radio stations, message boards, and education expos. Make website public	BOD/Principal
Oct 2024	Nov 2024	Create template for monthly board reporting process from the school to the board	BOD
Oct 2024	Nov 2025	Search for and hire community consultant	BOD/Principal
Oct 2024	ongoing	Solicit additional input from the community. Begin distributing Parent Interest Forms throughout the community. Begin forming partnerships from local elementary schools. Launch advertising through social media outlets such as X, LinkedIn, Instagram, and Facebook	BOD/Principal
Nov 2024	Jan 2025	Create student enrollment documents, including enrollment packets and student handbook	Principal
Nov 2024	Jun 2025	Board training	BOD
Nov 2024	Dec 2024	Executive director hiring, termination and evaluation policy	BOD
Nov 2024	ongoing	Design and approve community partnerships	BOD/Principal
Dec 2024	Feb 2025	Establish group health plan and retirement plan in accordance with Mississippi regulations	Principal/DO
Dec 2024	Mar 2025	Determine design and renovation plans, if applicable, and begin to conduct and complete renovations	BOD/Principal
Jan 2025	Mar 2025	Candidate interviews and reference checks. Hiring committee to make final hiring recommendations to Board of Directors. Once approved, offers of employment will be made with the goal to have 100% of offers made by March 2025	Principal/BOD
Jan 2025	Jan 2025	Create master calendar with state reporting and compliance dates	Principal/DO
Jan 2025	Jan 2025	Research requirements and deadlines to become School Food Authority and calendar process	DO
Jan 2025	Jan 2025	Create school calendar and post on website	Principal/DO
Jan 2025	Feb 2025	Principal works with GPCF to design curriculm	Principal/GPCF
Jan 2025	Feb 2025	Develop and formalize policies for employee handbook, salary scale, grievance, benefits, and onboarding	Principal/DO
Jan 2025	Jan 2025	Develop internal control policies, including standard GAAP procedures, such as dual signature requirements for checks, separation of duties, invoice approval processes, and Board review thresholds for large purchases. Board approval required	Principal/DO/BOD
Jan 2025	Mar 2025	Select facility site and negotiate lease	BOD/Principal

Key	
GPCF	Global Public Charter Foundation
BOD	Board of Directors
DO	Director of Operations

Staffing
Student
Marketing
Community
Board of Directors
Compliance
Operations
Facilities
Instruction
All

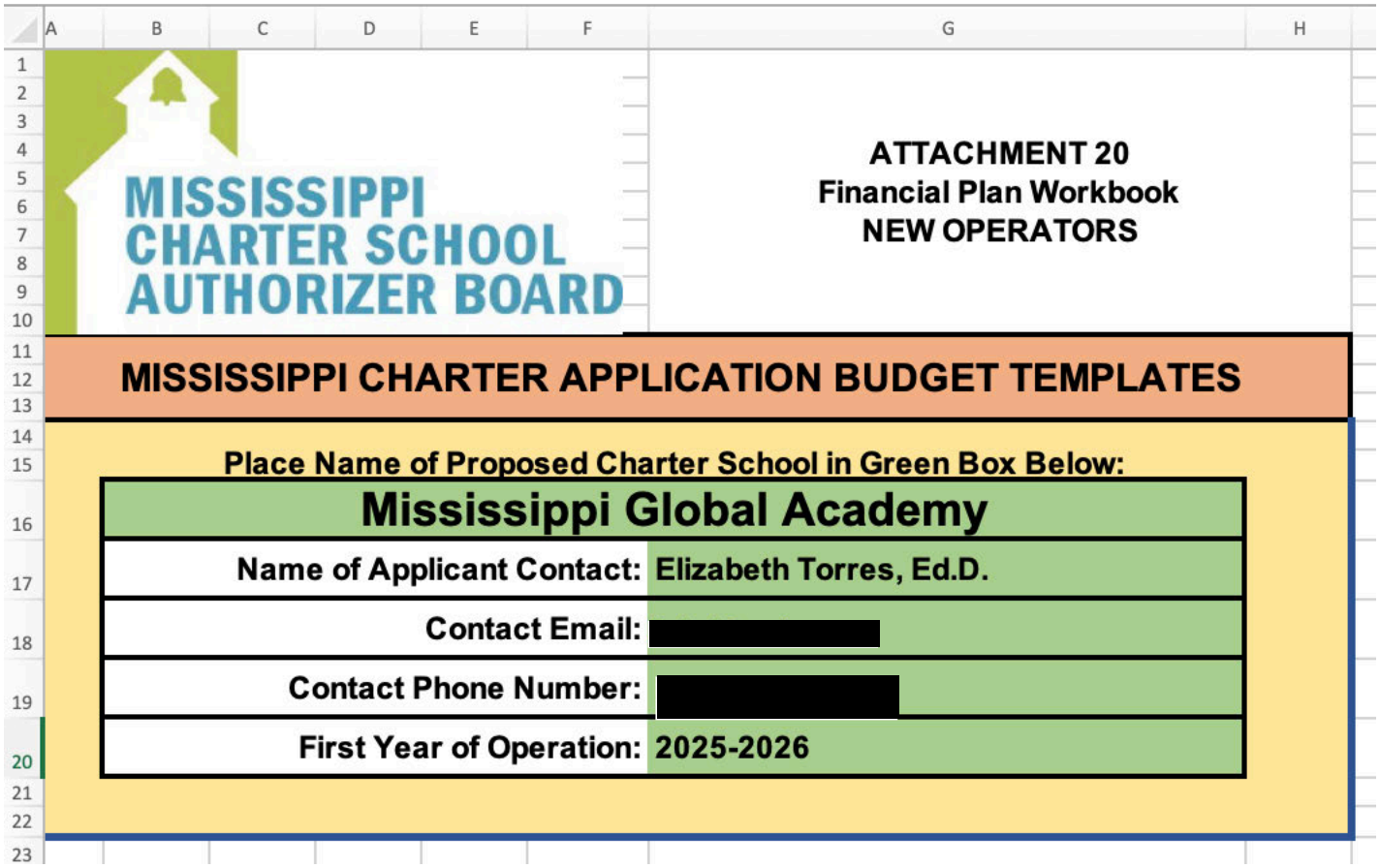
Jan 2025	Mar 2025	Research and solicit quotes/ conduct formal RFP process for payroll and HRIS systems	Principal/DO/BOD
Jan 2025	Apr 2025	Research possible food services vendors, etablish vendor bid review committee, solicit vendor bids, and select food services vendor.	DO
Jan 2025	May 2025	Finalize community partnerships	Principal/Community Consultant
Jan 2025	May 2025	Search, interview and hire non-instructional and instructional staff	Principal
Nov 2024	March 2025	Job Posting and Advertisting for teachers and instructional staff. Post on relevant job boards, website, and professional networks, and utilize community partnerships.	Principal/GPCF
Jan 2025	Jul 2025	Onboarding and Training of all new staff	Principal/DO
Jan 2025	ongoing	Student recruitment efforts	BOD/Principal/DO/ Community Consultant
Feb 2025	Feb 2025	Identify and select Property and Casualty Insurance broker	DO
Feb 2025	Apr 2025	Research and solicit quotes/ conduct formal RFP process for transportation vendors compliant with state regulations	DO
Mar 2025	Mar 2025	Hire external accountant, set up double- entry bookkeeping consistent with generally accepted accounting principles	BOD/Principal
Mar 2025	Mar 2025	Order basic office supplies for main office	DO
Mar 2025	Mar 2025	Begin student enrollment process last Friday in March, begin collecting student enrollment packets and other required documents	DO/Operations Associate
Mar 2025	Apr 2025	Identify private auditor	BOD
Mar 2025	May 2025	Solicit bids for a building mangement company and janitorial company, and hire janitorial, handyman, HVAC, waste management, plumbing, electrical, landscaping services	DO
Mar 2025	May 2025	Develop a plan for serving food and tracking free and reduced lunch; purchase a POS system, hire certified kitchen staff and begin training program for kitchen staff	DO
Mar 2025	May 2025	Create school site records retention systems	DO
Mar 2025	Jun 2025	Order and manage delivery of textbooks and instructional materials.	Principal/DO
Mar 2025	Jun 2025	Order and manage distribution of resources and materials for classrooms	Principal/DO
Mar 2025	Jun 2025	Select, installl, train on student support systems: SIS, IEP, attendance, gradebook, food and transportation	Principal/DO
Mar 2025	Jun 2025	Order & manage delivery of desks, furniture (file cabinets with locks), and classroom equipment.	DO
Mar 2025	Jun 2025	Order & manage delivery of kitchen/cafeteria, gymnasium/recreational, and other equipment and supplies.	DO
Mar 2025	Jul 2025	Create inventory system. Order, tag, and prepare distribution of technology and other related inventory	DO
Mar 2025	ongoing	Matched students will be notified, waitlist management begins	DO/Operations Associate
Apr 2025	Apr 2025	Fundraising plan and register with Donor's Choose	DO
Apr 2025	Apr 2025	Market and bid out for all required property and casualty insurance coverages, select all required insurance coverages effective July 1	DO
Apr 2025	Apr 2025	Move in furniture & arrange classrooms, office, staff lounge, etc.	All hired staff
Apr 2025	Apr 2025	Create School Safety Plan, establish evacuation routes and procedures and create visitor check-in and student check out protocol.	Principal/DO/Operations Associate
Apr 2025	May 2025	Plan and prepare summer professional development	Principal with Lead Teachers
Apr 2025	May 2025	Managing purchasing process and intallation of any required commercial kitchen/ servery equipment.	DO
Apr 2025	May 2025	Solicit and hire security company and/or required software	DO
Apr 2025	May 2025	Identify and purchase IEP platform. Train necessary staff on the system	Principal/DO
Apr 2025	Jul 2025	Based on enrollment, create routes with bus vendor.	DO
Apr 2025	Jul 2025	Hire or contract with local nursing service and/or train office and Operations staff to administer inhalers, EpiPens, and medicine; get appropriate paperwork and permissions from families if latter.	DO
Apr 2025	Jul 2025	Secure SIS vendor agreement, training, and rollout	DO
Apr 2025	May 2025	Logistics for site occupancy and move-in	DO
Apr 2025	ongoing	Student enrollment process and enrollment packet collection	DO/Operations Associate

Apr 2025	Apr 2025	Set up physical main office- purchase lockable file cabinets, folders, and binders for student/ financial documents	DO/Operations Associate			
May 2025	May 2025	Create expectations for student behaviors and routines for morning entry, transitions, lunch, recess, dismissal	Principal/DO			
May 2025	May 2025	Write first day of school operations plan: attendance, signage, volunteers, etc.	Principal/DO			
May 2025	May 2025	Create a document that describes all-school meetings and assemblies expectations, transitions, and procedures	Principal/DO			
May 2025	May 2025	Deadline for student applications, conduct lottery, establish wait list	DO			
Jun 2025	Jun 2025	Deadline to accept a space if the student selected during the lottery	DO/Operations Associate			
Jun 2025	Jun 2025	Store and assemble furniture as needed.	DO/Operations Associate/Vendor			
Jun 2025	Jun 2025	Establish a sign in procedure for guests.	Operations Associate			
Jun 2025	Jun 2025	Ensure school has AED machine and first aid kits for offices and classrooms.	DO			
Jun 2025	Jun 2025	Create systems for employee technology repair requests, classroom repair requests, employee reimbursement requests, and employee purchase requests	DO			
Jun 2025	Jun 2025	Develop Community Agreements. Prepare orientation for staff and students on behavioral requirements, suspension and expulsion policies, and prohibition of any and all weapons, illegal substances, etc. on school property (based on charter).	Principal/DO			
Jun 2025	Jul 2025	Goal: 100% of Mississippi Global's available spaces for students will be filled	Principal			
Jul 2025	Jul 2025	Teacher/staff orientation and professional development	Principal/Lead Teachers/DO			
Jul 2025	Jul 2025	Designate a District Assessment Coordinator (DAC) by contacting OSPI Assessment	Principal/Instructional Coach			
Jul 2025	Jul 2025	Create a "Do Not Release" list based on student registration information.	DO/Operations Associate			
Jul 2025	Jul 2025	Train required number of staff on CPR + AED; establish field trip policy for certified adults.	DO			
Jul 2025	Jul 2025	Family orientation sessions (parents/families will be required to attend a minimum of one session); school information packets will be distributed	Principal/Lead Teachers/DO			
Aug 2025	Aug 2025	School begins	All hired staff			

ATTACHMENT 21:

FINANCIAL PLAN WORKSHEET





MISSISSIPPI CHARTER SCHOOL AUTHORIZER BOARD

ATTACHMENT 20
Financial Plan Workbook
NEW OPERATORS

MISSISSIPPI CHARTER APPLICATION BUDGET TEMPLATES

Place Name of Proposed Charter School in Green Box Below:

Mississippi Global Academy	
Name of Applicant Contact:	**Elizabeth Torres, Ed.D.**
Contact Email:	[redacted]
Contact Phone Number:	[redacted]
First Year of Operation:	**2025-2026**

Mississippi Global Academy

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1st grade					
2nd Grade					
3rd Grade					
4th Grade	75	75	75	75	75
5th Grade	50	75	75	75	75
6th Grade		50	75	75	75
7th Grade			75	75	75
8th Grade				75	75
9th Grade					75
10th Grade					
11th Grade					
12th Grade					
Total Elementary Enrollment	125	150	150	150	150
Total Middle School Enrollment	0	50	150	225	225
Total High School Enrollment	0	0	0	0	75
Total Enrollment	125	200	300	375	450
Change in Net Enrollment from Prior Year	0	75	100	75	75

STUDENT POPULATION

Average Daily Attendance (ADA) %	93.00%	93.00%	93.00%	93.00%	93.00%
Average Daily Attendance (ADA) Count	116.25	186.00	279.00	348.75	418.50
Special Education Student %	16.00%	16.00%	16.00%	16.00%	16.00%
Special Education Student Count	20.00	32.00	48.00	60.00	72.00
English Language Learner %	0.00%	0.00%	0.00%	0.00%	0.00%
English Language Learner Count	0.00	0.00	0.00	0.00	0.00
Students Qualifying for Free Lunch %	87.00%	87.00%	87.00%	87.00%	87.00%
Students Qualifying for Free Lunch Count	108.75	174.00	261.00	326.25	391.50
Students Qualifying for Reduced Lunch %	10.00%	10.00%	10.00%	10.00%	10.00%
Students Qualifying for Reduced Lunch Count	12.50	20.00	30.00	37.50	45.00
Students Qualifying for Free or Reduced Lunch %	97.00%	97.00%	97.00%	97.00%	97.00%
Students Qualifying for Free or Reduced Lunch Count	121.25	194.00	291.00	363.75	436.50
Alternative Education %	0.00%	0.00%	0.00%	0.00%	0.00%
Alternative Education Count	0.00	0.00	0.00	0.00	0.00
Gifted Education %	0.00%	0.00%	0.00%	0.00%	0.00%
Gifted Education Count	0.00	0.00	0.00	0.00	0.00
Career and Technical Education %	0.00%	0.00%	0.00%	0.00%	0.00%
Students Qualifying for Free or Reduced Lunch Count	0.00	0.00	0.00	0.00	0.00
Student Transportation %	85.00%	85.00%	85.00%	85.00%	85.00%
Student Transportation Count	106.25	170.00	255.00	318.75	382.50

Mississippi Global Academy

PERSONNEL AND BENEFITS

ADMINISTRATIVE STAFF	STARTING SALARY	NUMBER OF FTEs Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
Executive Management	$ 87,000	1.00	1.00	1.00	1.00	1.00	Principal
Instructional Management	$ 58,000	1.00	1.00	1.00	2.00	2.00	Instructional Coach starting Year 1 and 1 Assistant Principal added in Year 4
Deans, Directors, and Coordinators	$ 55,000	1.00	1.00	2.00	2.00	2.00	Dean of Students starting Year 1 and Special Education Coordinator in Year 3
CFO/Director of Finance							
Operations/Business Manager	$ 62,000	1.00	1.00	1.00	1.00	1.00	Director of Operations
Administrative Staff	$ 35,000	0.50	0.50	1.00	1.00	1.00	P/T Ops Associate Years 1-2; FT starting Year 3
Other Administrative Staff							
Total Administrative Salaries		$ 279,500	$ 279,500	$ 352,000	$ 410,000	$ 410,000	
% Change from PRIOR YEAR		0.00%	3.00%	3.00%	3.00%	3.00%	General 3% increase from year to year
ADMINISTRATIVE STAFF SALARY TOTALS		$ 279,500	$ 287,885	$ 369,022	$ 438,092	$ 451,235	

Instructional Staff	STARTING SALARY	NUMBER OF FTEs Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
Teachers - Regular	$ 50,000	5.00	9.00	17.00	22.00	26.00	
Teachers - SPED	$ 50,000	2.00	2.50	3.00	3.50	4.00	
Teaching Assistant							
Specialty Teachers	$ 50,000	0.50	1.00	2.00	2.00	3.00	Spanish Teacher
Aides	$ 30,200	1.00	1.00	1.00	1.00	1.00	Paraprofessionals
Therapists and Counselors							
Substitute Teachers							
Librarian							
Other Instructional Staff							
Total Instructional Staff Salaries		$ 405,200	$ 655,200	$ 1,130,200	$ 1,405,200	$ 1,680,200	
% Change from PRIOR YEAR		0.00%	3.00%	3.00%	3.00%	3.00%	General 3% increase from year to year
INSTRUCTIONAL STAFF SALARY TOTALS		$ 405,200	$ 667,356	$ 1,162,377	$ 1,472,248	$ 1,730,606	

Non-Instructional Staff	STARTING SALARY	NUMBER OF FTEs Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
Nurse							Will outsource
Custodian							Will outsource
Security							Will outsource
Other Non-Instructional Staff							
Total Non-Instructional Staff Salaries		$ -	$ -	$ -	$ -	$ -	
% Change from PRIOR YEAR		0.00%					
NON-INSTRUCTIONAL STAFF SALARY TOTALS		$ -	$ -	$ -	$ -	$ -	

Payroll Taxes and Benefits	% of Salaries	Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
Social Security	6.20%	$ 42,451	$ 59,225	$ 94,947	$ 118,441	$ 135,274	
Medicare	1.45%	$ 9,928	$ 13,851	$ 22,205	$ 27,700	$ 31,637	
State Unemployment	0.50%	$ 3,424	$ 4,776	$ 7,657	$ 9,552	$ 10,909	
Worker's Compensation Insurance	1.00%	$ 6,847	$ 9,552	$ 15,314	$ 19,103	$ 21,818	
Custom Other Tax		$ -	$ -	$ -	$ -	$ -	
Health Insurance	6.00%	$ 41,082	$ 57,314	$ 91,884	$ 114,620	$ 130,910	
Dental Insurance	0.25%	$ 1,712	$ 2,388	$ 3,828	$ 4,776	$ 5,455	
Vision Insurance	0.20%	$ 1,369	$ 1,910	$ 3,063	$ 3,821	$ 4,364	
Life Insurance	0.20%	$ 1,369	$ 1,910	$ 3,063	$ 3,821	$ 4,364	
Retirement Contribution	2.00%	$ 13,694	$ 19,105	$ 30,628	$ 38,207	$ 43,637	
Custom Fringe Other	0.50%	$ 3,424	$ 4,776	$ 7,657	$ 9,552	$ 10,909	Long-term disability
Total Payroll Taxes and Benefits	18.30%	$ 125,300	$ 174,809	$ 280,246	$ 349,592	$ 399,277	

SALARY AND BENEFITS SUMMARY	Year 1	Year 2	Year 3	Year 4	Year 5
Total Administrative Staff Salaries	$ 279,500	$ 287,885	$ 369,022	$ 438,092	$ 451,235
Total Administrative Staff Benefits	$ 51,149	$ 52,683	$ 67,531	$ 80,171	$ 82,576
Total Instructional Staff Salaries	$ 405,200	$ 667,356	$ 1,162,377	$ 1,472,248	$ 1,730,606
Total Instructional Staff Benefits	$ 74,152	$ 122,126	$ 212,715	$ 269,421	$ 316,701
Total Non-Instructional Staff Salaries	$ -	$ -	$ -	$ -	$ -
Total Non-Instructional Staff Benefits	$ -	$ -	$ -	$ -	$ -
TOTAL SALARIES AND BENEFITS	$ 810,000	$ 1,130,050	$ 1,811,644	$ 2,259,932	$ 2,581,118

Mississippi Global Academy

REVENUE AND EXPENSE ASSUMPTIONS

REVENUE

STATE REVENUE		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
		% CHANGE from PER PUPIL AMOUNT IN COLUMN E					
Mississippi Adequate Education Program(M Base Student Allocati**Per Pupil Amount**	$ 4,164	0.00%	3.00%	3.00%	3.00%	3.00%	6695.34 (BSC) x 91% - 1928.47 (WBCSD per pupil)
Special Education			$ 97,909	146,863	183,579	220,295	Calculated at 93% x SPED % x 1.5 (for FY24, average SPED teacher cost in $59,219.36)
Alternative Education							
Gifted Education							
Career and Technical Education							
Student Transportation		$ 14,799	$ 23,830	$ 35,445	$ 44,306	$ 53,168	Flash - Spotlight - 468

FEDERAL REVENUE		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Free Breakfast PER PUPIL	$ 1.89	0.00%	3.80%	3.80%	3.80%	3.80%	3.8% - 10 year average change in reimbursement rate calculated per USDA notices
Reduced Breakfast PER PUPIL	$ 1.59	0.00%	4.41%	4.41%	4.41%	4.41%	4.41% - 10 year average change in reimbursement rate calculated per USDA notices
Paid Breakfast PER PUPIL	$ 0.32	0.00%	4.43%	4.43%	4.43%	4.43%	4.43% - 10 year average change in reimbursement rate calculated per USDA notices
Free Lunch PER PUPIL	$ 3.51	0.00%	3.72%	3.72%	3.72%	3.72%	3.72% - 10 year average change in reimbursement rate calculated per USDA notices
Reduced Lunch PER PUPIL	$ 3.11	0.00%	4.20%	4.20%	4.20%	4.20%	4.2% - 10 year average change in reimbursement rate calculated per USDA notices
Paid Lunch PER PUPIL	$ 0.33	0.00%	3.21%	3.21%	3.21%	3.21%	Used low average even though 7.93% is the 10 year average change in rei calculated per USDA notices, due to large swings from year to year
Free Snack PER PUPIL	$ 0.96	0.00%	3.91%	3.91%	3.91%	3.91%	3.91% - 10 year average change in reimbursement rate calculated per USDA notices
Reduced Snack PER PUPIL	$ 0.48	0.00%	3.81%	3.81%	3.81%	3.81%	3.81% - 10 year average change in reimbursement rate calculated per USDA notices
Paid Snack PER PUPIL	$ 0.08	0.00%	3.79%	3.79%	3.79%	3.79%	3.79% - 10 year average change in reimbursement rate calculated per USDA notices
Title I ANNUAL PER PUPIL	$ 500	0.00%	1.00%	1.00%	1.00%	1.00%	1% for conservative increase
Title II ANNUAL PER PUPIL	$ 72	0.00%	1.00%	1.00%	1.00%	1.00%	1% for conservative increase
IDEA TOTAL ANNUAL AMOUNT	-	0.00%	0.00%				

LOCAL & OTHER REVENUE		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Revenue fromResident District(s)	$ 543,826	0.00%	60.00%	140.00%	200.00%	260.00%	$4350.61 per pupil for WBCSD
Contributions and Donations	$ -	0.00%					
Fundraising	$ -	0.00%					
E-Rate Reimbursement	$ 38,200	0.00%	60.00%	140.00%	200.00%	260.00%	Funding floor of $25K or $167 per student (covers up to 90% of eligible cat expenses) + 100% monthly internet reimbursement; increase by enrollment
Earnings on Investments	$ -	0.00%					
Interest Income	$ -	0.00%					
Food Service (Income fromMeals)	$ -	0.00%					
Textbooks	$ -	0.00%					
CustomLocal & Other Funding #1	$ 300,000	0.00%	0.00%	0.00%	-100.00%		CSP at $300K per year for 5 years including Year 0
CustomLocal & Other Funding #2	$ -	0.00%					
CustomLocal & Other Funding #3	$ -	0.00%					

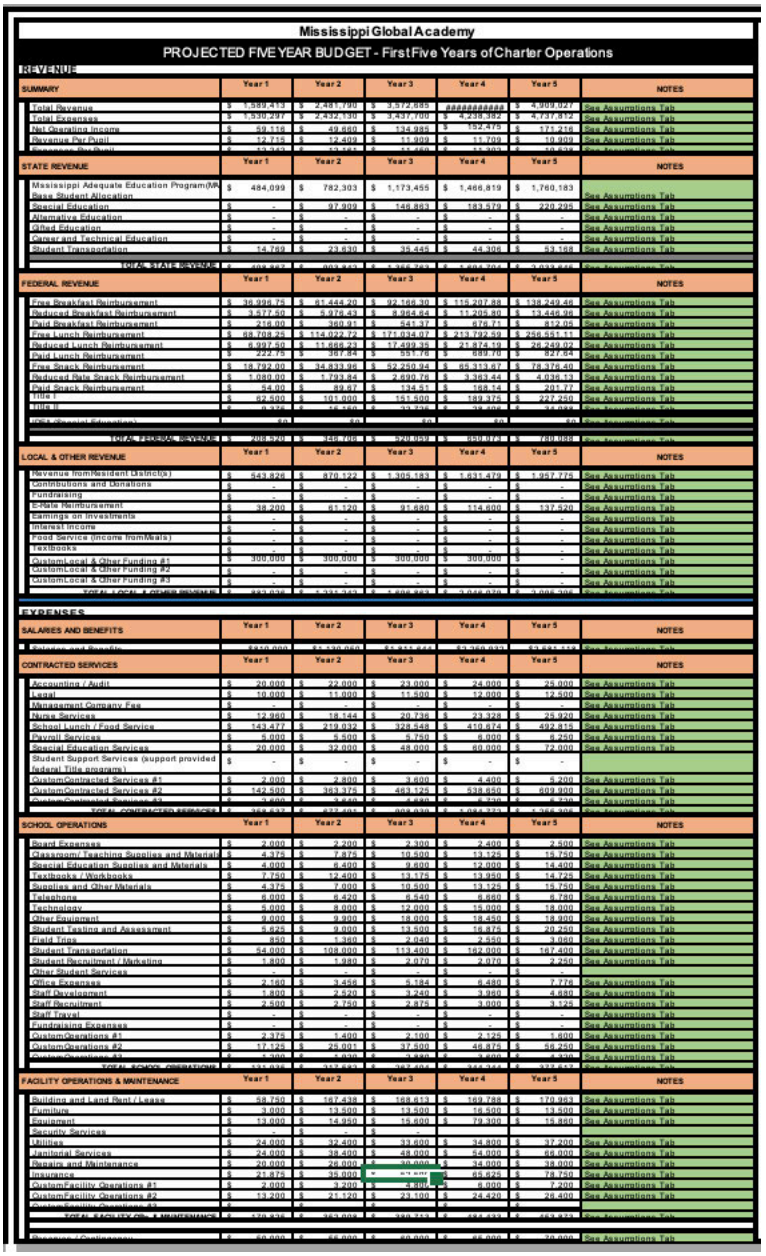
EXPENSES

CONTRACTED SERVICES		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Accounting / Audit	$ 20,000	0.00%	10.00%	15.00%	20.00%	25.00%	Back office financial provider and accounting services
Legal	$ 10,000	0.00%	10.00%	15.00%	20.00%	25.00%	
Management Company Fee		0.00%					
Nurse Services	$ 12,960	0.00%	40.00%	60.00%	80.00%	100.00%	Assumes 1 part-time contractual nurse
School Lunch / Food Service	$ 143,477	0.00%	52.66%	128.99%	186.23%	243.48%	Assumes a 5% lost in Year 1 over reinbursement while using vended food s Starting in Year 2 - costs assume 5% lower than reinbursement with move to management company. This progresses by 5% each year through Year 5.
Payroll Services	$ 5,000	0.00%	10.00%	15.00%	20.00%	25.00%	
Special Education Services	$ 20,000	0.00%	60.00%	140.00%	200.00%	260.00%	Assumes $1000 for 16% of enrollment; % change reflects percent change in enrollment
Student Support Services (federal Title programs)		0.00%					
CustomContracted Services #1	$ 2,000	0.00%	40.00%	80.00%	120.00%	160.00%	Outsourced support with technology management
CustomContracted Services #2	$ 142,500	0.00%	155.00%	225.00%	278.00%	328.00%	ESP fee at 9% of revenue
CustomContracted Services #3	$ 2,600	0.00%	40.00%	80.00%	120.00%	160.00%	Substitute teahers, assuming approx 20 days @ $130/ day yr 1, in-house s cover classes

SCHOOL OPERATIONS		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Board Expenses	$ 2,000	0.00%	10.00%	15.00%	20.00%	25.00%	Board Training
Classroom/ Teaching Supplies and Materials	$ 4,375	0.00%	80.00%	140.00%	200.00%	260.00%	$35 per student/ start-up budget also includes teaching supplies/ materials
Special Education Supplies and Materials	$ 4,000	0.00%	60.00%	140.00%	200.00%	260.00%	$200 per estimated SPED student
Textbooks / Workbooks	$ 7,750	0.00%	60.00%	70.00%	80.00%	90.00%	$62 per student in Year 1 (Year 1 startup budget includes textbook/workbo after Year 1, an estimate of books that need to be added based on new stu
Supplies and Other Materials	$ 4,375	0.00%	60.00%	140.00%	200.00%	260.00%	$35 per student
Telephone	$ 6,000	0.00%	7.00%	9.00%	11.00%	13.00%	Assumes $500 per month for VOIP phones
Technology	$ 5,000	0.00%	60.00%	140.00%	200.00%	260.00%	Tech/media supplies - $40 per student
Other Equipment	$ 9,000	0.00%	10.00%	100.00%	105.00%	110.00%	Copy machines and secure buzzer door entry. New copy machine added in ye 3
Student Testing and Assessment	$ 5,625	0.00%	60.00%	140.00%	200.00%	260.00%	$45 per student
Field Trips	$ 850	0.00%	60.00%	140.00%	200.00%	260.00%	Assumes local field trips
Student Transportation	$ 54,000	0.00%	100.00%	110.00%	200.00%	210.00%	Year 1 assumes bus route at $300 per day for 180 days with 1 bus added in Year 2 and Year 4.
Student Recruitment / Marketing	$ 1,800	0.00%	10.00%	15.00%	20.00%	25.00%	Flyers for student recruitment
Other Student Services		0.00%					
Office Expenses	$ 2,160	0.00%	60.00%	140.00%	200.00%	260.00%	Msc office expenses$180/ month
Staff Development	$ 1,800	0.00%	40.00%	80.00%	120.00%	160.00%	Assumes $225 per full-time teacher and inst. coach (FTE increase by an e year to year); GPCF covers all schoolwide PD and leadership coaching, thi individualized PD for teachers
Staff Recruitment	$ 2,500	0.00%	10.00%	15.00%	20.00%	25.00%	Ads to recruit staff
Staff Travel		0.00%					
Fundraising Expenses	$ -	0.00%					GPCF absorbs reasonable fundraising expenses
CustomOperations #1	$ 2,375	0.00%	-41.05%	-11.58%	-10.53%	-32.63%	Student Information System - $1500 implementation fee in Year 1 and $7 per student
CustomOperations #2	$ 17,125	0.00%	45.99%	118.98%	173.72%	228.47%	Learning Management Software + curriculumprograms - $1500 implementation Year 1 and $125 per student
CustomOperations #3	$ 1,200	0.00%	60.00%	140.00%	200.00%	260.00%	Student club and athletic supplies- $600 per semester

FACILITY OPERATIONS & MAINTENANCE		Year 1	Year 2	Year 3	Year 4	Year 5	ASSUMPTIONS
	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Building and Land Rent / Lease	$ 58,750	0.00%	185.00%	187.00%	189.00%	191.00%	Year 1 assumes 50 sq ft per student @ $7 per sq ft + $15k for improvements new facility in Year 2 at 90 sq ft per student at $7 per sq ft at full enrollment $10K in improvements for Year 3-5 - school assumes it move to a larger facil to accommodate enrollment in Years 2-5
Furniture	$ 3,000	0.00%	350.00%	350.00%	450.00%	350.00%	Classroom/ Admin year 1 furniture for year 1 reflected in start up budget ; Yr for remaining school furniture; thereafter furniture purchased to furnish new
Equipment	$ 13,000	0.00%	15.00%	20.00%	510.00%	22.00%	Yr 1: Student computers reflected in start up budget as CSP purchases Yr 1-5 Classroomtechnology, staff computers at a fixed amount of $7K (internet eq is 90% reinbursed by E-rate), add computers yr 2-5 and Adding Smartboards
Security Services							
Utilities	$ 24,000	0.00%	35.00%	40.00%	45.00%	55.00%	$2000 per month for water/sewer, electricity
Janitorial Services	$ 24,000	0.00%	60.00%	100.00%	125.00%	175.00%	Assumes $2000 K per month + 2K for summer, with growth as school grows.
Repairs and Maintenance	$ 20,000	0.00%	30.00%	50.00%	70.00%	90.00%	Fixed amount
Insurance	$ 21,875	0.00%	60.00%	140.00%	200.00%	260.00%	Assumes $175 per student
CustomFacility Operations #1	$ 2,000	0.00%	60.00%	140.00%	200.00%	260.00%	Extra building costs not included in lease
CustomFacility Operations #2	$ 13,200	0.00%	60.00%	75.00%	85.00%	100.00%	Internet at $1100/month, increases in new facility and flattens out aside fr inflation.
CustomFacility Operations #3							

	AMOUNT	% CHANGE from AMOUNT IN COLUMN E					
Reserves / Contingency	$ 50,000	0.00%	10.00%	20.00%	30.00%	40.00%	Starting at $50K and increasing by $5,000 per year.



Mississippi Global Academy

PROJECTED FIVE YEAR BUDGET - First Five Years of Charter Operations

REVENUE

SUMMARY	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Total Revenue	$ 1,589,413	$ 2,481,790	$ 3,572,685	##########	$ 4,909,027	
Total Expenses	$ 1,930,297	$ 2,432,130	$ 3,437,700	$ 4,238,382	$ 4,737,812	See Assumptions Tab
Net Operating Income	$ 59,116	$ 49,660	$ 134,985	$ 152,475	$ 171,216	See Assumptions Tab
Revenue Per Pupil	$ 12,715	$ 12,409	$ 11,909	$ 11,709	$ 10,909	See Assumptions Tab
Expenses Per Pupil	$ 13,747	$ 13,161	$ 11,460	$ 11,303	$ 10,639	See Assumptions Tab

STATE REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Mississippi Adequate Education Program(MA Base Student Allocation	$ 484,099	$ 782,303	$ 1,173,455	$ 1,466,819	$ 1,760,183	See Assumptions Tab
Special Education	$ -	$ 97,909	$ 146,863	$ 183,579	$ 220,295	See Assumptions Tab
Alternative Education	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
Gifted Education	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
Career and Technical Education	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
Student Transportation	$ 14,769	$ 23,630	$ 35,445	$ 44,306	$ 53,168	See Assumptions Tab
TOTAL STATE REVENUE	$ 498,867	$ 903,843	$ 1,355,763	$ 1,694,704	$ 2,033,646	See Assumptions Tab

FEDERAL REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Free Breakfast Reimbursement	$ 36,996.75	$ 81,444.20	$ 92,166.30	$ 115,207.88	$ 138,249.46	See Assumptions Tab
Reduced Breakfast Reimbursement	$ 3,577.50	$ 9,376.43	$ 8,964.64	$ 11,205.80	$ 13,446.96	See Assumptions Tab
Paid Breakfast Reimbursement	$ 216.00	$ 360.91	$ 341.37	$ 676.71	$ 812.05	See Assumptions Tab
Free Lunch Reimbursement	$ 88,708.25	$ 114,022.72	$ 171,034.07	$ 213,792.59	$ 256,551.11	See Assumptions Tab
Reduced Lunch Reimbursement	$ 6,997.50	$ 11,666.23	$ 17,499.35	$ 21,874.19	$ 26,249.02	See Assumptions Tab
Paid Lunch Reimbursement	$ 222.75	$ 387.84	$ 551.76	$ 689.70	$ 827.64	See Assumptions Tab
Free Snack Reimbursement	$ 18,792.00	$ 34,833.96	$ 52,250.94	$ 65,313.67	$ 78,376.40	See Assumptions Tab
Reduced Rate Snack Reimbursement	$ 1,080.00	$ 1,793.84	$ 2,690.76	$ 3,363.44	$ 4,036.13	See Assumptions Tab
Paid Snack Reimbursement	$ 54.00	$ 89.67	$ 134.51	$ 168.14	$ 201.77	See Assumptions Tab
Title I	$ 62,500	$ 101,000	$ 151,500	$ 189,375	$ 227,250	See Assumptions Tab
Title II	$ 8,125	$ 14,160	$ 21,240	$ 26,550	$ 31,860	See Assumptions Tab
IDEA (Special Education)	$0	$0	$0	$0	$0	See Assumptions Tab
TOTAL FEDERAL REVENUE	$ 226,670	$ 369,746	$ 520,069	$ 650,072	$ 780,083	See Assumptions Tab

LOCAL & OTHER REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Revenue fromResident District(s)	$ 543,826	$ 870,122	$ 1,305,183	$ 1,631,479	$ 1,957,775	See Assumptions Tab
Contributions and Donations	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
Fundraising	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
E-Rate Reimbursement	$ 38,200	$ 61,120	$ 91,680	$ 114,600	$ 137,520	See Assumptions Tab
Earnings on Investments	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
Interest Income	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
Food Service (income fromMeals)	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
Textbooks	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
CustomLocal & Other Funding #1	$ 300,000	$ 300,000	$ 300,000	$ 300,000	$ -	See Assumptions Tab
CustomLocal & Other Funding #2	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
CustomLocal & Other Funding #3	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
TOTAL LOCAL & OTHER REVENUE	$ 882,026	$ 1,231,242	$ 1,696,863	$ 2,046,079	$ 2,095,295	See Assumptions Tab

EXPENSES

SALARIES AND BENEFITS	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Salaries and Benefits	$ 832,000	$ 2,130,080	$ 2,811,644	$ 3,369,833	$ 3,987,119	See Assumptions Tab

CONTRACTED SERVICES	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Accounting / Audit	$ 20,000	$ 22,000	$ 23,000	$ 24,000	$ 25,000	See Assumptions Tab
Legal	$ 10,000	$ 11,000	$ 11,500	$ 12,000	$ 12,500	See Assumptions Tab
Management Company Fee	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
Nurse Services	$ 12,960	$ 18,144	$ 20,736	$ 23,328	$ 25,920	See Assumptions Tab
School Lunch / Food Service	$ 143,477	$ 219,032	$ 328,548	$ 410,674	$ 492,815	See Assumptions Tab
Payroll Services	$ 5,000	$ 5,500	$ 6,750	$ 6,000	$ 6,250	See Assumptions Tab
Special Education Services	$ 20,000	$ 32,000	$ 48,000	$ 60,000	$ 72,000	See Assumptions Tab
Student Support Services (support provided federal Title programs)	$ -	$ -	$ -	$ -	$ -	
CustomContracted Services #1	$ 2,000	$ 2,800	$ 3,600	$ 4,400	$ 5,200	See Assumptions Tab
CustomContracted Services #2	$ 142,500	$ 363,375	$ 463,125	$ 538,650	$ 609,900	See Assumptions Tab
CustomContracted Services #3	$ 2,000	$ 2,400	$ 2,800	$ 3,200	$ 3,600	See Assumptions Tab
TOTAL CONTRACTED SERVICES	$ 358,937	$ 677,251	$ 908,059	$ 1,084,252	$ 1,366,205	See Assumptions Tab

SCHOOL OPERATIONS	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Board Expenses	$ 2,000	$ 2,200	$ 2,300	$ 2,400	$ 2,500	See Assumptions Tab
Classroom/ Teaching Supplies and Materials	$ 4,375	$ 7,875	$ 10,500	$ 13,125	$ 15,750	See Assumptions Tab
Special Education Supplies and Materials	$ 4,000	$ 6,400	$ 9,600	$ 12,000	$ 14,400	See Assumptions Tab
Textbooks / Workbooks	$ 7,750	$ 12,400	$ 13,175	$ 13,950	$ 14,725	See Assumptions Tab
Supplies and Other Materials	$ 4,375	$ 7,000	$ 10,500	$ 13,125	$ 15,750	See Assumptions Tab
Telephone	$ 6,000	$ 6,420	$ 6,540	$ 6,660	$ 6,780	See Assumptions Tab
Technology	$ 5,000	$ 8,000	$ 12,000	$ 15,000	$ 18,000	See Assumptions Tab
Other Equipment	$ 9,000	$ 9,900	$ 18,000	$ 18,450	$ 18,900	See Assumptions Tab
Student Testing and Assessment	$ 6,825	$ 9,000	$ 13,500	$ 16,875	$ 20,250	See Assumptions Tab
Field Trips	$ 850	$ 1,360	$ 2,040	$ 2,550	$ 3,060	See Assumptions Tab
Student Transportation	$ 54,000	$ 108,000	$ 113,400	$ 162,000	$ 167,400	See Assumptions Tab
Student Recruitment / Marketing	$ 1,800	$ 1,980	$ 2,070	$ 2,070	$ 2,250	See Assumptions Tab
Other Student Services	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
Office Expenses	$ 2,160	$ 3,456	$ 5,184	$ 6,480	$ 7,776	See Assumptions Tab
Staff Development	$ 1,800	$ 2,520	$ 3,240	$ 3,960	$ 4,680	See Assumptions Tab
Staff Recruitment	$ 2,500	$ 2,750	$ 2,875	$ 3,000	$ 3,125	See Assumptions Tab
Staff Travel	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
Fundraising Expenses	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
CustomOperations #1	$ 2,375	$ 1,400	$ 2,100	$ 2,125	$ 1,600	See Assumptions Tab
CustomOperations #2	$ 17,125	$ 25,001	$ 37,500	$ 46,875	$ 56,250	See Assumptions Tab
CustomOperations #3	$ 1,000	$ 1,200	$ 1,400	$ 1,600	$ 1,800	See Assumptions Tab
TOTAL SCHOOL OPERATIONS	$ 131,935	$ 212,843	$ 252,424	$ 334,744	$ 327,423	See Assumptions Tab

FACILITY OPERATIONS & MAINTENANCE	Year 1	Year 2	Year 3	Year 4	Year 5	NOTES
Building and Land Rent / Lease	$ 58,750	$ 167,438	$ 168,813	$ 169,788	$ 170,963	See Assumptions Tab
Furniture	$ 3,000	$ 13,500	$ 13,500	$ 16,500	$ 13,500	See Assumptions Tab
Equipment	$ 13,000	$ 14,950	$ 15,400	$ 79,300	$ 15,860	See Assumptions Tab
Security Services	$ -	$ -	$ -			
Utilities	$ 24,000	$ 32,400	$ 33,600	$ 34,800	$ 37,200	See Assumptions Tab
Janitorial Services	$ 24,000	$ 38,400	$ 48,000	$ 54,000	$ 66,000	See Assumptions Tab
Repairs and Maintenance	$ 20,000	$ 26,000	$ 30,000	$ 34,000	$ 38,000	See Assumptions Tab
Insurance	$ 21,875	$ 35,000	$ 57,500	$ 65,625	$ 78,750	See Assumptions Tab
CustomFacility Operations #1	$ 2,000	$ 3,200	$ 4,800	$ 6,000	$ 7,200	See Assumptions Tab
CustomFacility Operations #2	$ 13,200	$ 21,120	$ 23,100	$ 24,420	$ 26,400	See Assumptions Tab
CustomFacility Operations #3	$ -	$ -	$ -	$ -	$ -	See Assumptions Tab
TOTAL FACILITY OPS. & MAINTENANCE	$ 179,825	$ 352,008	$ 394,713	$ 484,433	$ 453,873	See Assumptions Tab

Reserve / Contingency	$ 60,000	$ 60,000	$ 60,000	$ 65,000	$ 70,000	See Assumptions Tab

START-UP BUDGET - FROM CHARTER APPROVAL UNTIL STUDENTS ARE SERVED

REVENUE

SUMMARY	TOTAL AMOUNT	SOURCE	DETAILS / NOTES
OTHER GRANT 1	$ 300,000	Federal Funds - CSP	Maximum Year 0 CSP award
OTHER GRANT 2			
OTHER GRANT 3			
OTHER GRANT 4			
CONTRIBUTION / DONATION 1			
CONTRIBUTION / DONATION 2			
CONTRIBUTION / DONATION 3			
FUNDRAISING ACTIVITY 1			
FUNDRAISING ACTIVITY 2			
FUNDRAISING ACTIVITY 3			
TOTAL REVENUE	$ 300,000		

EXPENSES

STAFF	TOTAL AMOUNT	DETAILS / NOTES
Administrative Staff	$ 60,000	1 full-time founding Principal 11/1/2024-06/30/2025 (Includes taxes and benefits)
Instructional Staff	$ 22,917	1 full-time founding Instructional Coach 2/1/2025 -06/30/2025 (Includes taxes and benefits)
Non-Instructional Staff	$ 25,833	1 full-time founding Director of Operations 2/1/2025 - 06/30/2025 (Includes taxes and benefits)
TOTAL STAFF EXPENSES	$ 108,750	

CONTRACTED SERVICES TO PREPARE FOR SCHOOL OPENING	TOTAL AMOUNT	DETAILS / NOTES
Accounting / Audit	$ 10,000	Contracted accounting and audit
Legal	$ 7,000	Legal fees for start up, including real estate lease negotiation
Management Company Fee		N/A the ESP does not manage school
Custom Contracted Services #1	$ 27,000	ESP Service Fee
Custom Contracted Services #2	$ 12,000	Part-time community outreach/ student recruitment contractor
Custom Contracted Services #3	$ 8,208	Contracted graduation / grant writer / facilities expert for start up
TOTAL CONTRACTED SERVICES	$ 64,208	TOTAL CONTRACTED SERVICES YR2

OPERATIONS TO PREPARE FOR SCHOOL OPENING	TOTAL AMOUNT	DETAILS / NOTES
Board Expenses	$ 1,000	Board professional development
Classroom / Teaching Supplies and Materials	$ 7,000	Classroom materials for summer orientation and first semester of school
Special Education Supplies and Materials		
Textbooks / Workbooks	$ 5,000	Textbooks and workbooks for summer programming and first semester of school
Supplies and Other Materials	$ 2,500	Office supplies for 11/2024-06/30/2025
Telephone	$ 1,000	Two months of phone + internet during first months of building occupancy
Technology		
Other Equipment		
Student Recruitment / Marketing	$ 7,800	Website development and student recruitment materials
Office Expenses	$ 500	Postage and printing
Staff Development		
Staff Recruitment	$ 5,000	Paid ads on various job posting websites to recruit high-quality teachers
Staff Travel		
Fundraising Expenses		
TOTAL SCHOOL OPERATIONS	$ 29,800	TOTAL SCHOOL OPERATIONS YR2

FACILITY OPERATIONS & MAINTENANCE	TOTAL AMOUNT	DETAILS / NOTES
Building and Land Rent / Lease	$ 7,292	Two months of lease (June and July 2025 @$3,646 a month)
Inspections and Permits	$ 200	Food establishment inspection report and permit to operate for kitchen
Furniture	$ 35,000	Start up furniture for classrooms @ $7,000 a core classroom plus admin furniture fixed @$7,000
Equipment	$ 32,750	Student computers @ $250 a computer and 3 staff computers @ $500 a computer
Security Services		
Utilities	$ 4,000	Two months of utilities @ 2000/month
Janitorial Services		
Repairs and Maintenance	$ 8,000	Initial building repairs and maintenance
Insurance	$ 10,000	Initial insurance premium
TOTAL FACILITY OPs & MAINTENANCE	$ 97,242	TOTAL FACILITY OPs MAINTENANCE YR2

BALANCE	$ 0	

Mississippi Global Academy

CASH FLOW for START-UP BUDGET

REVENUE

SUMMARY	November	December	January	February	March	April	May	June	July
CARRY OVER FROM PRIOR MONTH	$ 50,000.00	$ 36,545.00	$ 23,084.00	$ 9,623.00	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00
OTHER GRANT 1				$ 61,936	$ 35,495	$ 61,495	$ 26,995	$ 73,064	$ 41,015
OTHER GRANT 2									
OTHER GRANT 3									
OTHER GRANT 4									
CONTRIBUTION / DONATION 1									
CONTRIBUTION / DONATION 2									
CONTRIBUTION / DONATION 3									
FUNDRAISING ACTIVITY 1									
FUNDRAISING ACTIVITY 2									
FUNDRAISING ACTIVITY 3									
TOTAL REVENUE	$ 50,000.00	$ 36,545.00	$ 23,084	$ 71,559	$ 85,495	$ 111,495	$ 76,995	$ 123,064	$ 91,015

EXPENSES

STAFF									
Administrative Staff	$ 3,528	$ 7,059	$ 7,059	$ 7,059	$ 7,059	$ 7,059	$ 7,059	$ 7,059	$ 7,059
Instructional Staff				$ 2,082	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167
Non-Instructional Staff				$ 2,348	$ 4,697	$ 4,697	$ 4,697	$ 4,697	$ 4,697
TOTAL STAFF EXPENSES	$ 3,528	$ 7,059	$ 7,059	$ 11,489	$ 15,923	$ 15,923	$ 15,923	$ 15,923	$ 15,923
CONTRACTED SERVICES TO PREPARE FOR SCHOOL OPENING									
Accounting / Audit	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 1,111	$ 1,112
Legal	$ 778	$ 778	$ 778	$ 778	$ 778	$ 778	$ 778	$ 777	$ 777
Management Company Fee									
Custom Contracted Services #1	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000
Custom Contracted Services #2				$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Custom Contracted Services #3				$ 1,368	$ 1,368	$ 1,368	$ 1,368	$ 1,368	$ 1,368
TOTAL CONTRACTED SERVICES	$ 4,889	$ 4,889	$ 4,889	$ 8,257	$ 8,257	$ 8,257	$ 8,257	$ 8,256	$ 8,257
OPERATIONS TO PREPARE FOR SCHOOL OPENING									
Board Expenses					$ 500	$ 500			
Classroom / Teaching Supplies and Materials					$ 5,000	$ 500	$ 500	$ 500	$ 500
Special Education Supplies and Materials									
Textbooks / Workbooks					$ 4,000	$ 250	$ 250	$ 250	$ 250
Supplies and Other Materials	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 277	$ 277
Telephone								$ 500	$ 500
Technology									
Other Equipment									
Student Recruitment / Marketing	$ 4,000	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475
Office Expenses	$ 55	$ 55	$ 55	$ 55	$ 56	$ 56	$ 56	$ 56	$ 56
Staff Development									
Staff Recruitment	$ 555	$ 555	$ 555	$ 555	$ 556	$ 556	$ 556	$ 556	$ 556
Staff Travel									
Fundraising Expenses									
TOTAL SCHOOL OPERATIONS	$ 4,888	$ 1,363	$ 1,363	$ 1,363	$ 10,865	$ 2,615	$ 2,115	$ 2,614	$ 2,614
FACILITY OPERATIONS & MAINTENANCE									
Building and Land Rent / Lease								$ 3,646	$ 3,646
Inspections and Permits									$ 200
Furniture						$ 34,250	$ 250	$ 250	$ 250
Equipment								$ 32,500	$ 250
Security Services									
Utilities								$ 2,000	$ 2,000
Janitorial Services									
Repairs and Maintenance								$ 4,000	$ 4,000
Insurance	$ 150	$ 150	$ 150	$ 450	$ 450	$ 450	$ 450	$ 3,875	$ 3,875
TOTAL FACILITY OPs & MAINTENANCE	$ 150	$ 150	$ 150	$ 450	$ 450	$ 34,700	$ 700	$ 46,271	$ 14,221
CARRY OVER to NEXT MONTH	**$ 36,545**	**$ 23,084**	**$ 9,623**	**$ 50,000**	**$ 50,000**	**$ 50,000**	**$ 50,000**	**$ 50,000**	**$ 50,000**

ATTACHMENT 21:
BUDGET NARRATIVE



BUDGET NARRATIVE

The applicant team drove the budgeting process. For the technical modeling work, Mississippi Global Academy (Mississippi Global) partnered with charter school budgeting experts with financial experience in charter schools in Mississippi and Washington, DC.

Budget assumptions were based on data from comparable Mississippi schools. Ultimately, the creation of the various school budgets was guided by three priorities: high-quality programming, financial sustainability, and fiscal conservatism.

High-Quality Programming.

Mississippi Global will offer a rigorous academic program with a global perspective, incorporating project-based learning, service-learning, technology integration, and foreign language acquisition for students in Bolivar County. Modeled after an award-winning public charter school, this high-quality educational approach necessitates attracting and retaining exceptional administrators, teachers, instructional coaches, and support staff. The proposed budget reflects the necessary investments to establish and maintain this caliber of education, including competitive compensation for teachers and dedicated support staff to foster continuous instructional improvement and drive student achievement.

Financial Sustainability.

To complement its exceptional educational program, Mississippi Global prioritizes financial sustainability, recognizing that a robust fiscal foundation is essential for long-term viability. The school's financial model projects a cash surplus over the initial five years of operation, allowing for the accumulation of reserves to mitigate unforeseen challenges and risks typically associated with startup charter schools, such as enrollment fluctuations and cash flow constraints. This proactive approach ensures that resources will be available to support the continued delivery of a high-quality educational experience for all students.

Fiscal Conservatism.

A key pillar in the budget's construction was the emphasis on fiscal prudence, both in revenue projections and expense management. This approach is essential in the realm of public education, where funding can fluctuate due to its reliance on taxpayer dollars. As a nascent institution, Mississippi Global lacks a financial cushion to absorb unexpected revenue shortfalls or cost overruns. Therefore, the budget was crafted with cautious estimates, including contingency line items in major expense categories and a minimum $50,000 contingency fund for each of the first five years. This strategy prioritizes financial stability and safeguards against unforeseen fiscal challenges during the school's formative years.

PRE-OPENING (START-UP YEAR) ASSUMPTIONS

The Start-up Year’s budget and cash flow projection are included. We are projecting $300,000 in revenues from the Charter School Program (CSP) grant. We understand that these funds are not guaranteed and have therefore built in a contingency (see last section and Operations Plan).

As a new charter school with minimal reserves, cash will be tight during the Start-up Year. As such, contingent on the approval of the charter, the school has a commitment for a $50,000 line of credit from a longtime supporter of Washington Global Public Charter School’s model to ensure stability in any low-cash periods during the year. We also understand that the CSP grant requires Start-up Year funds to be spent in order to be reimbursed through the grant, and this line of credit will allow the school to access the CSP by having initial funds to make purchases and then submitting reimbursements.

Revenues.

- Federal Entitlements: The school has budgeted $300,000 in CSP funds for Year 0/ Start-up Year, which is the expected amount per similar Mississippi charter school awards.

Expenses.

- Staff: In Year 0/ Start-up Year, the school plans to hire a full-time founding principal starting at a prorated salary of $60K for November 2024 - July 2025. The school will hire a full-time instructional coach and Director of Operations at prorated salaries of $22,917 and $25,833, respectively, for February - July 2025.
- Contracted Services to Prepare for School Opening: Mississippi Global has allocated funds for contracted services to ensure that the school is ready for opening.
    - Contracted Staff: The school also plans to contract part-time services for community outreach ($12,000) and student recruitment, as well as a contracted marketing, grant writing, and facilities contractor ($8,208), starting in February 2025, for a total of $20,208.
    - Legal, Accounting, and Audit: In the start-up year, the school has allocated $7,000 for legal expenses, and $10,000 for accounting and audit expenses, which include service fees for bookkeeping, financial statement preparation, and budget reporting.
    - ESP Fee: The start-up year allocated $27,000 for the ESP fee to the Global Public Charter Foundation (GPCF). This fee is based on 9% of the start-up year's revenue. The GPCF will provide critical services, including professional development and compliance, resources, materials, and access to the academic model that will facilitate charter start-up and a smooth entry into Year 1.
- Operations to Prepare for School Opening: The school has budgeted for various operations activities in its start-up year.
    - Board Professional Development: The school has allocated $1,000 for board professional development during its start-up year to facilitate a smooth onboarding process for all board members and to strengthen its governance abilities.
    - Student Materials and Textbooks/Workbooks: Mississippi Global is focused on preparing for effective teaching and learning. During the start-up year, the school has budgeted $7,000 for classroom/teaching supplies and materials and $5,000 for student textbooks and workbooks across content areas.
    - Office Expenses/ Office Supplies: To support the school startup's administrative functions, Mississippi Global plans to spend $2,500 on necessary supplies and $500 on postage and printing.
    - Student Recruitment / Marketing: Mississippi Global plans to develop its website early on to begin marketing, outreach, and contracted marketing services. The school will also need to leverage marketing materials to support our student recruitment and outreach work. We expect to spend $7,800 for these items.
    - Telephone/ Internet: The school budgeted for two months of telephone/ internet at $500 per month for when the building is occupied, totaling $1,000. Prior to those two months, staff and contractors will use a free phone app on their cell phones.

    - Staff Recruitment: Starting as early as November 2024, Mississippi Global will begin recruiting potential staff members knowing the educator shortage faced around the country. The school plans to spend $5,000 on these efforts. Efforts will include attending job fairs and posting teacher and staff recruitment ads.
- Facility Operations & Maintenance: The school has allocated a considerable portion of its start-up funding for facility operations & maintenance to ensure that it is ready to open the school in July 2025.
    - Lease/Utilities: Starting in June 2025, the school will begin leasing space to accommodate Year 1 enrollment at $3,646 per month for two months, totaling $7,292. The school used real estate market data to gauge its future facility cost, which is approximately $7 per square foot. When the school begins leasing the facility, basic utilities will be provided. The school estimated the utilities at $4,000 ($2,000/month).
    - Repairs and Maintenance: The school has allocated $8,000 for repairs and facility maintenance during the first two months.
    - Permit: The school expects to spend $200 for the kitchen food establishment inspection report and permit to operate.
    - Furniture and Equipment: Starting in April 2025, the school will purchase student classroom and administrative furniture to prepare for the upcoming school year for the amount of $35,000. This amount assumes $7,000 for four core classrooms and a flat fee of $7,000 for administrative furniture. In addition, the school will purchase equipment, which will include student Chromebooks (approximately $250 for each of the 125 students enrolled) and staff computers ($500 per staff) for $32,750.
    - Insurance: When it hires a founding principal in November 2024, the school will establish Directors and Operators, general liability, and basic health insurance. However, insurance will increase in June 2025 when the school building is leased and building insurance is added, which is reflected in an increase in insurance expenses in these months.

OPERATING YEARS 1-5 ASSUMPTIONS

The Enrollment projections, Personnel Assumptions, Operating Assumptions, and 5-Year Budget are attached. As with the Start-up Year, these financial models were compiled using the three priorities of high-quality programming, financial sustainability, and fiscal conservatism. We sought to craft a 5-year budget that would support the development of an outstanding educational program within reasonable financial constraints.

Enrollment.

Mississippi Global will begin operations in August 2025 with grades 4-5, with 75 students in 4th grade and 50 in 5th grade, for a total of 5 classes. Each year, a new 4th grade group of 75 students will be added, with 25 students added to 7th grade in Year 3. The school expects to enroll 450 students in grades 4-9 in Year 5 and to reach full capacity in the 2032-2033 school year with 675 students in grades 4-12.

The school is budgeting based on a 93% attendance factor for conservative purposes. Based on data provided to applicants by MCSAB, West Bolivar Consolidated School District (WBCSD) enrolls 16% of its student population as special education students. WBCSD serves more than 95% of students as students who qualify for free or reduced lunch; based on this data, we projected that 87% of students would

qualify for free lunch and 10% for reduced lunch for a total FRL % of 97%. The English Learner (EL) population in WBCSD is 0%, so we maintained the same rate in our assumptions. We also assumed no alternative, gifted, or career and technical education (CTE) students. We conservatively estimated that 85% of students will require transportation.

Revenues.

As outlined above, Mississippi Global's primary source of revenue is student enrollment and attendance. Based on the projected enrollment, Mississippi Global plans to increase its enrollment year after year, as outlined in the enrollment table below, which will ultimately yield more resources as the school serves more students.

Enrollment Projections for State and Local Funding

Mississippi Global Academy					
	2025-2026	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**
Local Count (End of Month 1 - Sept. 30th)	125	200	300	375	450
State Count (ADA for Month's 2 & 3)	116	186	279	348	418

- State Revenues:
  - Base Student Allocation**:** The state revenue for MAEP was calculated using the guidance provided by MCSAB with a Base Student Cost (BSC) of $6,695.34[1] funded at 91% less the 2023-24 required local, per pupil contribution of West Bolivar Consolidated School District (WBCSD) of $1,928.47 for a total MAEP per pupil funding amount of $4,164. The percent change in revenue outlined in the budget is a conservative estimate based on the Workbook Guidance document, which outlined a 1-2% change annually. As compared to the initial enrollment projection of 125 students, the school expects to increase enrollment by 60% in Year 2, 140% in Year 3, 200% in Year 4, and 260% in Year 5.
  - Special Education**:** With MDE guidance using the FY24 and FY25 MAEP Full Funding Calculation Information for West Bolivar Consolidated School District (WBCSD), special education revenue was determined by calculating the weighted teacher units. The FY24/FY25 funding calculation for WBCSD outlined special education funding of $663,849 for 11.21 teacher units which equals $59,219. Using the figures, special education funding for years 2-5 was calculated per the Workbook Guidance by multiplying the expected attendance rate (93%) by the number of special education students each year (16% of enrollment) and then by 1.5 to get the total weighted units. That number was then divided by 27 weighted units resulting in the number of teacher units. That figure was then multiplied by the WBCSD teacher unit amount of $59,219. The following weighted teacher units were calculated: Year 2 - 1.76, Year 3 - 2.64, Year 4 - 3.29, Year 5 - 3.95.

[1] *Updated BSC provided by MCSAB following the adoption of the new state funding formula*

    - Transportation**:** State transportation revenue was determined using the Workbook Guidance of $139 per student and an assumption of 85% of each year's enrollment. This revenue source will increase as enrollment increases.
- Federal Revenues:
    - Meal Reimbursements: All meal reimbursement rates were calculated using the 2023-24 reimbursement rates published by USDA[2]. The percent change in these reimbursement figures was derived by calculating the 10-year average change in reimbursement rates for each mean at each funding level. Information was derived from Rate of Reimbursement notices on the USDA website[3]. This revenue source will increase as enrollment increases.
    - Title Funding: The Workbook Guidance provided assumptions for both Title I and Title II at $500 and $75 per student, respectively. A 1% change year over year was used for conservative purposes as most historical data is provided per district, and we are unable to calculate average overall allocation change from year to year. This revenue source will increase as enrollment increases.
    - IDEA**:** Since IDEA allocations are determined based on prior year special education enrollment and there was no clear guidance in the Workbook Guidance document, this revenue source was not included. This reflects the school's conservative budgeting principles. It is expected that Mississippi Global will receive IDEA, but the budget is currently balanced without this revenue source.
- Local and Other Revenue:
    - Revenue from Resident District: Mississippi Global expects to receive $4,350.61 per pupil from West Bolivar Consolidated School District per the Ad Valorem and In Lieu receipts calculations provided by MCSAB. While the school may enroll some students from outside of WBCSD, this per-pupil amount was utilized for budget purposes with the plan to recruit most students from within the geographic district. As compared to the initial enrollment projection of 125 students, the school expects to increase enrollment by 60% in Year 2, 140% in Year 3, 200% in Year 4, and 260% in Year 5.
    - E-Rate: Mississippi Global is eligible for E-rate reimbursements through the Universal Service Administrative Co. (USAC) and expects to receive full reimbursement for monthly internet services ($1,100/month) along with a Category 2 funding floor of $25,000 in Year 1 and then $167 per student in years 2-5[4]. The school is expected to be eligible for 90% reimbursement of all eligible category 2 expenses up to the funding amount.
    - Charter School Program Grant (CSP)**:** Following an awarded charter contract, the school intends to apply for and receive the CSP funding through Mississippi First at the full five (5) year amount of $1.5MM or $300K per year starting in Year 0 and going through Year 4.

[2] https://www.fns.usda.gov/cn/fr-070723

[3] https://www.fns.usda.gov/cn/rates-reimbursement

[4] https://www.usac.org/e-rate/applicant-process/applying-for-discounts/category-two-budget/

Personnel with Assumptions.

The starting salary assumptions are aligned with salary expectations in the area. The budget assumes a general 3% salary increase from year to year to account for cost-of-living adjustments and ensure competitive compensation for all administrative staff.

Administrative Staff:

As shown during the start-up year, a Principal will be hired in November 2024 with their salary funded by CSP funds for this period. The Principal, whose salary is set at $87,000 for Year 1, will ultimately oversee all school operations, providing strategic leadership and ensuring the school meets its educational goals. During the planning and founding years, the Principal will be responsible for planning and preparing for the opening of the school, which includes developing policies, recruiting staff, and coordinating with stakeholders. The Principal will continue in this role during operating years 1-5.

Starting in February 2025, a Director of Operations will join the team with a salary of $62,000. This role involves managing the day-to-day operational aspects of the school, including facilities, finance, transportation, and safety procedures. During the planning and launch phase, the Director of Operations will also focus on setting up operational systems, establishing vendor relationships, and ensuring all logistical aspects are ready for the school opening. A proportion of this salary will be supported by CSP funds during the start-up period. The school has budgeted for a Director of Operations during operating years 1-5.

Additionally, an Instructional Coach will be hired with a salary of $58,000. This individual will support teachers in curriculum development, instructional strategies, and professional growth. In the planning phase, the Instructional Coach will work on developing and aligning the curriculum with educational standards, providing professional development for new teachers, and preparing instructional materials. This salary will also be covered by CSP funds during the start-up period and this role will continue during the school's operating years 1-5.

At the beginning of the 2025-2026 school year (operating Year 1), a Dean of Students will join the administrative team with a salary of $55,000. The Dean of Students will focus on student discipline, attendance, and overall student welfare, fostering a positive school climate. Additionally, a part-time (.5) Operations Associate will be hired based on a $35,000 salary and the role will expand to full-time in Year 3. This role will support the Director of Operations with various logistical and operational tasks, ensuring the smooth functioning of school activities.

Starting in Year 3, a Special Education Coordinator will be hired at the same salary as the Dean of Students, adjusted for a 3% increase over two years, bringing the total to $58,349.50. This individual will oversee special education programs, ensure compliance with federal and state regulations, and provide support to students with special needs.

In Year 4, the school will expand its administrative team again by hiring an Assistant Principal with a salary of $65,279.51 based on a starting salary of $58,000 with a 3% increase over four years. This role will also assist the Principal in overseeing academic programs, student assessments, and teacher evaluations for a subset of content or grade levels. There is no change in Year 5 to administrative staff FTEs from Year 4.

No additional administrative staff will be added in Year 5.

The total administrative salaries for Year 1 amount to $279,500. A planned 3% increase in salaries each year, along with the addition of FTEs in Year 3, will bring the total to $287,885 in Year 2, $369,022 in Year 3, $438,092 in Year 4, and $451,235 in Year 5.

This structured approach ensures that key administrative positions are filled as needed, supporting the school's growth and operational needs while maintaining fiscal responsibility.

Instructional Staff:

In the 2025-2026 school year, we will hire five Lead Teachers with starting salaries of $50,000 each. They will be responsible for teaching English Language Arts (ELA), Math, Social Studies, Science, and Physical Education (PE). These founding teachers will establish the core academic programs and create a strong learning environment. Additionally, two Special Education (SPED) Teachers will be hired at starting salaries of $50,000 each to provide specialized instruction and support to students with special needs. We will also hire a part-time Spanish Teacher at a starting salary of $50,000 (0.50 FTE) to introduce and teach the Spanish language. One Paraprofessional, with a salary of $30,200, will support classroom activities, assist teachers, and provide additional help to students. In Year 1, the total salary cost for instructional staff is $405,200.

In the 2026-2027 school year, we will expand our team by hiring four additional Lead Teachers, bringing the total to nine. These teachers will continue to cover ELA, Math, Social Studies, Science, and PE, with specialized teachers for each subject (two each for ELA, Math, Social Studies, and Science, and one for PE). An additional 0.50 FTE SPED Teacher will be hired, bringing the total to 2.50 FTE, enhancing our ability to address the needs of students requiring special education services. The Spanish Teacher position will be increased to a full-time role (1.00 FTE) to expand the language program and to support the school's global mission. The school will maintain one Paraprofessional to support classroom activities and instructional tasks. In Year 2, the total salary cost for instructional staff is $667,356.

In the 2027-2028 school year, we will further expand our instructional team by hiring eight additional Lead Teachers, bringing the total to 17. This will include four teachers for each core subject (ELA, Math, Social Studies, and Science) and one for PE, providing more comprehensive coverage and individualized attention. An additional 0.50 FTE SPED Teacher will be hired, bringing the total to three, further enhancing support for students with special needs. Another Spanish Teacher will be added, bringing the total to 2.00 FTE, allowing for a more robust language program. The school will continue with one Paraprofessional FTE. In Year 3, the total salary cost for instructional staff is $1,162,377.

In the 2028-2029 school year, we will hire five more Lead Teachers, bringing the total to 22. This will include five teachers for each core subject and two for PE, continuing to strengthen the academic program. An additional 0.50 FTE SPED Teacher will be hired, bringing the total to 3.50 FTE, allowing for more specialized instruction. The Spanish Teacher team will remain at 2.00 FTE, and the number of Paraprofessionals will remain at 1.00 FTE, providing consistent support for instructional activities. In Year 4, the total salary cost for instructional staff is $1,472,248.

In the 2029-2030 school year, we will hire four more Lead Teachers, bringing the total to 26. This will include six teachers for each core subject (ELA, Math, Social Studies, and Science) and two for PE, ensuring a comprehensive and well-rounded education for all students. An additional 0.50 FTE SPED Teacher will be hired, bringing the total to 4.00 FTE, further enhancing the support available for students with special needs. The number of Spanish Teachers will increase to three, allowing for expanded language

instruction. The number of Paraprofessionals will remain at 1.00 FTE, ensuring continued classroom support. In Year 5, the total salary cost for instructional staff is $1,730,606.

This structured approach also ensures that key instructional positions are filled as needed, supporting the school's growth and educational goals while maintaining fiscal responsibility.

Non-Instructional Staff:

The school plans to outsource services such as nursing, custodial work, and security during its first five years of operations, rather than hiring non-instructional or administrative staff. These outsourced services will impact the operating budget instead of the personnel budget and are reflected in the narrative below.

Payroll Taxes and Benefits:

Our benefits are designed to ensure our employees' well-being and financial security. The total payroll taxes and benefits amount to 18.30% of salaries.

We allocate 6.20% of salaries to Social Security contributions, providing retirement, disability, and survivor benefits to our employees. Additionally, 1.45% of salaries is dedicated to Medicare, ensuring healthcare coverage for employees upon reaching the eligibility age. State unemployment insurance, set at 0.50% of salaries, offers temporary financial assistance to employees who lose their jobs through no fault of their own. We also allocate 1.00% of salaries to worker's compensation insurance, which covers medical expenses and lost wages for employees injured on the job.

Health insurance is a significant component, with 6.00% of salaries allocated to medical coverage for employees and their families. Dental insurance accounts for 0.25% of salaries, providing dental care coverage, while vision insurance at 0.20% of salaries covers eye care expenses. Life insurance, set at 0.20% of salaries, offers financial protection to employees' beneficiaries.

Retirement assumes an average employee contribution and company match at 2.00% of salaries, supporting the long-term financial security of our employees. Additionally, 0.50% of salaries are allocated to custom fringe benefits, which include long-term disability coverage.

Expenses.

Contracted Services:

Accounting and audit costs are set at $20,000 in Year 1, with an expected increase of 10% in Year 2, 15% in Year 3, 20% in Year 4, and 25% in Year 5 (compared to the Year 1 cost), reflecting the need for a back-office financial provider and accounting services. Following the same increase pattern, legal expenses are estimated at $10,000 to cover essential legal services. The school will contract necessary, part-time nurse services, starting at $12,960, and will increase over time as the school grows and hours are added to the nurse's schedule, eventually leveling at Year 3. School lunch/food service expenses for Year 1 are calculated to be 5% higher than the food service reimbursement rate, factoring in a 5% loss while implementing a vended food service program. During Year 1, the school will not have a Community Eligibility Provision (CEP)[5] ruling or qualify for USDA commodities. Additionally, the enrollment count will be too low to justify the cost of robust food services. For Years 2-5, the school will contract with a Food Service

[5] https://www.fns.usda.gov/cn/community-eligibility-provision

Management Company (FSMC)[6] to provide meals to students. Conversations with current operators and a FSMC suggest that reimbursement rates will be about 10% higher than meal costs, with a projected increase each year. However, to maintain a conservative estimate, the school projects a reimbursement rate only 5% higher than costs in Year 2, with a 5% increase each subsequent year. The school conducted extensive research to align with fiscal conservatism principles. Based on conservative expectations for USDA reimbursement rates in 2025-2026 and the free, reduced, and paid percentages in enrollment projections, the school anticipates that individual meal costs will be slightly below the reimbursement rate. Furthermore, the school will qualify for CEP and USDA commodities starting in Year 2, which will help offset costs and increase reimbursement rates. Payroll services start at $5,000 annually and increase yearly, to provide back-office payroll support. Special education services begin at $20,000, with increases based on enrollment changes year over year, assuming $1,000 per student for 16% of enrollment to support the needs of students requiring special education. This will include contracted services with evaluators, therapists, and other service providers. Custom contracted services #1 is outsourced technology management at $2,000 in Year 1 and increasing at the rate of staffing increases year over year. Technology management services will maintain and enhance our technological infrastructure, including the remote management of staff and student devices, as well as technical and repair support. Custom contracted services #2, set at $142,500, is based on an ESP fee with the Global Public Charter Foundation at 9% of revenue, with increases based on revenue increase. Custom contracted services #3 is contracted services with a substitute teacher provider at approximately 20 days at $130/day in Year 1, totaling $2,600, with annual increases based on staffing increases, ensuring coverage for teacher absences and maintaining instructional continuity.

School Operations:

Board expenses are set at $2,000 in Year 1, with an expected increase each year, covering board training costs. Classroom/teaching supplies and materials are estimated at $4,375 in Year 1, increasing based on enrollment increases year over year, set at $35 per student and including annual start-up teaching supplies and materials. Special education supplies and materials start at $4,000, increasing based on enrollment increases year over year, set at $200 per estimated SPED student. The textbooks and workbooks budget for Year 1 is $62 per student, costing $7,750. Textbooks and workbooks for semester 1 are purchased as part of the start-up budget. For Years 2-5, the budget will adjust based on the estimated number of new students, maintaining a cost of $62 per student. Supplies and other materials are calculated at $4,375 in Year 1, with similar increases, set at $35 per student. Telephone expenses are $6,000 annually, assuming $500 per month for VOIP phones, with a gradual increase over the years. Technology costs are $5,000 in Year 1, increasing based on enrollment increases year over year, set at $40 per student for technology/media supplies. Other equipment costs are set at $9,000 for a copy machine and secure buzzer door entry systems for security, increasing significantly due to the addition of a new copy machine in Year 3. Student testing and assessment costs are $5,625 in Year 1, with similar increases aligned with enrollment changes, based on $45 per student. Field trips are budgeted at $850, assuming local trips, with the same enrollment percentage increases each year.

[6] A Food Service Management Company (FSMC) is a commercial company that a school food authority (SFA) can contract with to manage food service at a school. The FSMC provides contracted services and generates its revenue from marginal profits of each meal cost.

The student transportation costs for Year 1 are $54,000, based on a rate of $300 per day per route for 180 school days. In Year 2, costs double with the addition of a new bus/route due to increased enrollment. In Year 3, costs rise marginally due to inflation. In Year 4, there is another significant increase in costs with the addition of another bus/route to accommodate further enrollment growth. This is followed by another marginal increase in Year 5, again based on inflation.

Student recruitment/marketing costs are $1,800, covering flyers for recruitment, with gradual increases. Office expenses are $2,160, increasing with typical monthly office costs of $180. Staff development is budgeted at $1,800, with increases reflecting $225 per full-time teacher and instructional coach, based on staff FTE increases year over year and covering extra individualized professional development for teachers. The Global Public Charter Foundation will be funding and conducting a majority of the school's professional development. Staff recruitment costs are $2,500, covering ads, with modest increases. Fundraising expenses are absorbed by the Global Public Charter Foundation and not reflected here.

Custom operations #1 covers the cost of a student information system and is budgeted at $2,375, including a $1,500 implementation fee in Year 1 and increasing based on enrollment increases year over year, set at $7 per student. Custom operations #2 covers the cost of a learning management system and curriculum programs, budgeted at $17,125, including a $1,500 implementation fee in Year 1 and increasing based on enrollment increases year over year, set at $125 per student. Custom operations #3 covers the costs of student club and athletic supplies at $600 per semester, with similar percentage increases based on enrollment each year.

Facility Operations & Maintenance:

For building and land rent/lease, costs are set at $58,750 in Year 1, with an increase of 185% in Year 2, 187% in Year 3, 189% in Year 4, and 191% in Year 5 (compared to Year 1). Year 1 assumes 50 sq ft per student at $7 per sq ft plus $15,000 for improvements. A new facility in Year 2 assumes 50 sq ft per student at $7 per sq ft at Year 5 enrollment of 450 plus $10,000 in improvements for Years 3-5. This is essential as the school plans to move to a larger facility in Year 2 to accommodate growing enrollment, ensuring a conducive learning environment.

Furniture expenses are $3,000 in Year 1, increasing by 350% in Years 2 and 3, 450% in Year 4, and 350% in Year 5. These levels of increase are necessary over the Year 1 costs since Year 1 furniture for classrooms and administration is included in the start-up budget, with only $3,000 for remaining student furniture that may be needed. Additional furniture is necessary to furnish new classrooms as the school expands, ensuring all students have adequate and comfortable learning spaces.

Equipment costs are $13,000 in Year 1, increasing by 15% in Year 2, 20% in Year 3, 510% in Year 4, and 22% in Year 5. Most of the Year 1 costs for equipment are outlined in the start-up budget and covered by CSP funds. Year 1 includes classroom technology and staff computers at a fixed amount of $7,000 plus necessary internet equipment. For Years 2-5, the budget includes essential technology for classroom instruction and staff operations, with additional computers and Smartboards added in subsequent years (primarily Year 4) to enhance educational delivery and engagement. All internet equipment will be eligible for 90% reimbursement by E-rate as Category 2 purchases.

Utilities are $24,000, increasing based on building and space usage growth, set at $2,000 per month for water, sewer, and electricity. This ensures that the school's operational needs are met as it grows.

Janitorial services are also $24,000 based on $2,000 per month plus $2,000 for summer deep cleanings, with growth as the school expands. A clean and well-maintained facility is crucial for the health and well-being of students and staff.

Repairs and maintenance costs are fixed at $20,000 annually, with increases based on building and space usage growth. Regular maintenance ensures the longevity and safety of school facilities.

Insurance is projected at $21,875 in Year 1 based on estimates of similar-sized schools, increasing based on enrollment increases year over year, assuming $175 per student. This provides necessary coverage and protection against potential risks.

Custom facility operations #1 costs are projected at $2,000, increasing based on enrollment increases year over year, for any extra building costs not included in the lease, ensuring all additional operational needs are met.

Custom facility operations #2 costs are $13,200, increasing based on enrollment increases year over year, for internet at $1,100 per month and flattening out aside from inflation. Reliable internet is critical for educational technology and administrative functions, supporting a modern learning environment.

Reserves/Contingency:

We are budgeting for a contingency of $50,000 in Year 1, increasing $5,000 per year through Year 5. This will enable the school to address any unforeseen financial needs and align with its conservative budgeting principles.

5 Year Budget:

The budget remains positively balanced across all five years, highlighting our commitment to fiscal responsibility.

Total revenue shows a significant increase over the five-year period, starting at $1,589,413 in Year 1 and rising to $4,909,027 by Year 5. Similarly, total expenses grow from $1,530,297 in Year 1 to $4,737,812 in Year 5. The net operating income further emphasizes this positive financial trend, which improves from $59,116 in Year 1 to $171,216 in Year 5.

In terms of per-pupil metrics, the revenue per pupil decreases from $12,715 in Year 1 to $10,909 in Year 5, primarily due to the expiration of CSP funds at the end of Year 4. On the other hand, expenses per pupil are reduced from $12,242 in Year 1 to $10,528 in Year 5, demonstrating a more efficient use of resources as the school grows.

Year 1 Net Operating Income (NOI) is slightly higher than Year 2. This NOI trend is because the school will be moving to a new facility in Year 2 to accommodate enrollment in Year 5, which is expected to cost 185% more than the facility expenses in Year 1. Despite this significant increase, the NOI in Year 2 still represents at least 2% of revenue, with an additional $55,000 contingency. While facility costs may ultimately be lower than projected, these projections are based on a conservative estimate.

Contingency Planning:

Mississippi Global has developed a contingency plan to ensure financial stability in the event that anticipated revenues are not received or are lower than estimated. The school understands that CSP funds are not guaranteed and has planned accordingly. The key components of this plan include:

1. Conservative Budgeting: The school's budget is based on conservative assumptions for enrollment, per-pupil funding, and other revenue sources. This approach provides a buffer in case actual revenues are lower than projected.
2. Flexible Staffing Model: The staffing plan is designed to allow for adjustments based on actual enrollment. If enrollment is lower than anticipated, the school can reduce staff positions while still maintaining appropriate student-teacher ratios and program offerings.
3. Phased Spending: The school will prioritize essential expenses and phase in non-essential spending as enrollment and revenue stabilize. This approach ensures that the school can adapt to changes in revenue without compromising the educational program.
4. Contingency Fund: Mississippi Global will build a contingency fund equal to at least $50,000 per year, growing as the school's annual operating budget increases. This fund will be available to cover unexpected expenses or revenue shortfalls.
5. Continuous Monitoring: The school's finance team and Board of Directors will closely monitor the budget and cash flow throughout the year. Regular financial reports will allow the team to identify any potential issues early and make necessary adjustments.

If significant revenue shortfalls occur, the school's leadership team will work with the Board of Directors to identify cost-saving measures and adjust the budget accordingly. The priority will be to maintain the integrity of the educational program while ensuring the school's long-term financial viability.

Start-Up Year Cash Flow Contingency Plan. During the start-up year (Year 0), in the event that revenue projections are not met or not met on time in the first year of operation, Mississippi Global has developed a detailed cash flow contingency plan. Mississippi Global is aware that CSP funds are not guaranteed:

1. Grant Support: In the event that the school does not receive CSP funding as expected, the school, with the support of the GPCF, will write grants to seek funding from other sources, including foundations and corporations.
2. GPCF Support: The GPCF has a team of skilled professionals at its disposal who possess the skills to assist with key roles and responsibilities, including marketing, curriculum, student development, and hiring. The GPCF will work in certain capacities pro bono if necessary to ensure the school's start-up year is successful.
3. Line of Credit: Mississippi Global has a commitment for a line of credit of $50,000 during its planning year, contingent on charter approval, to begin the expense reimbursement cycle if it is awarded the CSP grant. In the event that the school is not awarded the CSP grant, it will seek to increase its line of credit.

Year One Cash Flow Contingency Plan. In the event that revenue projections are not met or not met on time in the first year of operation, Mississippi Global has developed a detailed cash flow contingency plan:

1. Defer Non-Essential Purchases: The school will defer any non-essential purchases, such as additional technology or instructional materials until revenue is received or alternative funding sources are secured.
2. Adjust Staffing: If necessary, the school may delay hiring for non-essential positions or reduce staff hours until funding is stabilized. The leadership team will ensure that any staffing changes do not impact the school's ability to deliver its core educational program. In year 1, the school's contingency plan relies on ensuring that lead teacher positions remain intact and reducing non-instructional administrators and support staff, including the Operations Associate, Dean of Students, and paraprofessional. These reductions would generate approximately $115,000 in savings.
3. Reducing Salaries: If necessary to run the school, the salaries of all (non-contracted) staff by $1,000 and executive salaries by $3,000, thereby saving at least $16,000.

4. Reducing Spending: The school has created a spending reduction plan to reduce the funds needed to operate the school successfully in Year 1. The spending reduction plan includes reducing technology/equipment expenses by $8,000 by targeting the technology that least impacts student learning, including copy machines/scanners, and non-teaching staff computers. The plan also includes reducing non-academic expenditures, including athletic supplies, staff travel, and miscellaneous office supplies, totaling a savings of $3,500. Moreover, if needed, the Global Public Charter Foundation will fully absorb the cost of school-budgeted professional development, saving the school an additional $1,800.
5. Seek Bridge Financing: Mississippi Global will explore options for short-term bridge financing, such as lines of credit or loans from partner organizations, to cover essential expenses until per-pupil funding is received. The Global Public Charter Foundation will assist the school since its members have secured bridge funding for other projects.
6. Accelerate Fundraising Efforts: The school will intensify its efforts to secure grants, donations, and other philanthropic support to bridge any funding gaps. The Global Public Charter Foundation, Board of Directors, and leadership team will leverage their networks and community relationships to identify potential funding sources.
7. Collaborate with Vendors: The school will work with vendors and contractors to negotiate flexible payment terms or defer payments until funding is received.
8. Maintain Communication with Authorizer: Mississippi Global will communicate openly with the Mississippi Charter School Authorizer Board regarding any cash flow issues and work collaboratively to address any challenges.

Throughout the year, the school's finance team will closely monitor cash flow and provide regular updates to the Board of Directors. If significant cash flow issues arise, the Board will work with the leadership team to make necessary adjustments and ensure the school's continued operation.

By implementing these contingency strategies and maintaining a focus on financial discipline, Mississippi Global will be well-positioned to navigate any cash flow challenges in its first year of operation and ensure the ongoing success of its educational program.

Addendum 3. Education Service Providers

10 PAGE LIMIT

This addendum is required of every operator, new and existing, that proposes school operation or management via contract with a third-party education service provider (ESP).

An ESP is any third-party entity that provides comprehensive education management services to a school VIA CONTRACT with the school's governing board. (In essence, an ESP does not propose to hold the charter, but rather to contract with the charter holder.)

Complete each section as applicable. All applicable sections of this addendum MUST be completed in order for the proposal as a whole to be deemed complete. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state AND explain why the applicant believes the particular question does not apply. If a question has been thoroughly answered earlier in the narrative proposal, the applicant should so state AND reference the section, question number and page number. If an applicant is unsure as to whether or not a particular section is required, it is the responsibility of the applicant to contact MCSAB for guidance.

ALL OTHER APPLICANTS, DELETE THIS PAGE.

ESP Selection

1. **Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.**

Rationale for ESP Contract.

Mississippi Global Academy (Mississippi Global) is seeking to contract with the Global Public Charter Foundation (GPCF) as an Education Service Provider (ESP) to ensure the successful launch and operation of a high-quality charter school that effectively serves the needs of its diverse student population. By leveraging GPCF's expertise, resources, and proven track record of success, Mississippi Global can focus on its core mission of providing an exceptional educational experience for its students.

Founding and operating a charter school is a complex undertaking that requires a wide range of skills, knowledge, and resources. Rather than navigating this process independently, Mississippi Global recognizes the value of partnering with an experienced ESP that can provide comprehensive support services. This strategic decision allows Mississippi Global to benefit from GPCF's extensive experience in establishing and operating successful charter schools, ensuring a smooth launch and adherence to best practices.

Contracting with GPCF enables Mississippi Global to access critical resources, including an award-winning academic model, professional development opportunities, operational expertise, and financial management support. By tapping into GPCF's wealth of knowledge and resources, Mississippi Global can accelerate its growth and success, ultimately providing a superior educational experience for its students and families.

2. **Explain how and why the ESP was selected, including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.**

ESP Selection.

Mississippi Global selected the Global Public Charter Foundation (GPCF) as its Education Service Provider (ESP) after a rigorous evaluation process that considered multiple factors, including alignment with Mississippi Global's mission and values, demonstrated success in serving diverse student populations, and the ability to provide comprehensive support services.

Why GPCF.

Mississippi Global's knowledge of the track record of Washington Global Public Charter School, which was founded by GPCF's President and Trustee, Dr. Elizabeth Torres, was the driving force behind the GPCF's relationship with Mississippi Global. Washington Global's success in closing achievement gaps and earning recognition as a U.S. Department of Education National Blue Ribbon School demonstrated the effectiveness of the academic model and strategies that GPCF could bring to Mississippi Global.

GPCF emerged as the clear ESP option due to several key factors:

1. Alignment with Mississippi Global's mission and values: GPCF's commitment to serving diverse student populations and providing a high-quality education aligned perfectly with Mississippi Global's core mission and values.
2. Proven track record of success: GPCF's team, led by Dr. Torres, has demonstrated success in establishing and operating high-performing charter schools, as evidenced by Washington Global's achievements.
3. Comprehensive support services: GPCF offers a wide range of support services, including access to an award-winning academic model, professional development, operational expertise, and compliance support, which are critical to Mississippi Global's success.
4. Exclusive access to Washington Global's model: By partnering with GPCF, Mississippi Global gains access to the proven strategies and resources that have contributed to Washington Global's success.

Mississippi Global conducted thorough due diligence on GPCF, reviewing the organization's financial health, governance structure, and the experience and qualifications of its leadership team. This process included reference checks, interviews with key stakeholders, and a review of Washington Global's academic and operational performance data.

Based on this comprehensive evaluation, Mississippi Global determined that GPCF was the ideal ESP partner to support the successful launch and operation of the school, ensuring that students receive a high-quality education in a supportive and inclusive learning environment.

ESP Track Record

Attach as Attachment ESP-1 the most recent independent financial audit report of the ESP (N/A) and its most recent annual report (Attached).

1. **Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record as well as successful management of nonacademic school functions (e.g., back-office services, school operations, extracurricular programs). Provide summary information from reference checks conducted by the applicant (regarding the third-party ESP), identifying each reference.**

GPCF's Beginnings.

The Global Public Charter Foundation was founded by Elizabeth Torres, Ed.D., the Co-Founder and CEO of Washington Global Public Charter School (Washington Global), to expand the academic model and mission of Washington Global Public Charter School. Although the GPCF will not manage Mississippi Global Academy, the contractual relationship between the GPCF and Mississippi Global allows Mississippi Global to access critical GPCF expertise, essential services and resources, and an award-winning school model. The GPCF team has a proven academic track record of success as well as successful management of nonacademic school functions, including fiscal management, operational activities, and school start-up functions. This success is reflected in Washington Global Public Charter School's success.

Academic Track Record of Success.

Founded in 2014 and opened in August 2015, Washington Global is an award-winning, tuition-free, nonprofit middle school open to all students in Washington, DC. Washington Global has made substantial academic progress with its student body, one of the most high-need in Washington, DC, and has been recognized for its accomplishments. The school's recognitions include:

- In 2023, Washington Global was named a U.S. Department of Education National Blue Ribbon School for its ability to close the achievement gap. Nationwide, only 7% of the National Blue Ribbon School awardees were charter schools, and only 20% were schools located in an urban area. This prestigious award is a testament to the school's outstanding educational model.
- In October 2022, Washington Global was awarded the prestigious EmpowerK12 Bold Performance Schools Award for its ability to increase the academic achievement of its students. EmpowerK12 was named the number one standalone middle school on the Bold Performance list and recognized the school for having the highest English Language Arts (ELA) statewide standardized test scores of schools serving an at-risk population of over 30%. That year, Washington Global's at-risk student population was 70%.

Fiscal and Operational Success.

In addition, Washington Global PCS has experienced strong fiscal health and operational success, growing from a school with 101 students in grades 6 and 7 to approximately 240 students in grades 6-8.

2. List all schools operated by the ESP. Identify those schools that serve the same grade levels and student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school.

Schools Operated by ESP.

The Global Public Charter Foundation (GPCF) does not currently operate any schools. However, the Founder/ President of the Global Public Charter Foundation founded Washington Global Public Charter School, a U.S. Department of Education Blue Ribbon School located in Washington, DC in 2014. GPCF was founded to further Washington Global's outstanding academic model and mission. Washington Global is not managed by and does not receive services from the GPCF– Mississippi Global would be the only school contracted with the GPCF. However, the team has deep knowledge regarding how to serve a diverse student population, as reflected by Washington Global's student demographics.

Washington Global at a Glance

School Name	Washington Global Public Charter School
School Location	Washington, DC
Year Established	2014

Student Demographics	• 97% African American • 1% Hispanic • 1% White • 1% Two or More Races • 100% Free/Reduced Lunch • 66% At-risk* • 25% Students with Disabilities
Charter Renewal Information	In 2020, the school's charter review concluded that the school has substantially met its goals and student academic achievement expectations (charter goals) as specified in its charter agreement. Washington Global was successfully reviewed, and its charter agreement was renewed without conditions.

* At-risk denotes students who meet the Office of the State Superintendent's (OSSE) definition of at-risk (ex. Experiencing homelessness, in foster care, receive TANF/SNAP)

3. **Provide evidence of the financial health of the ESP.**

GPCF Fiscal Health.

The Global Public Charter Foundation is in good standing with its 501(c)(3) status. The organization has filed its 990s for the 2021-2022 fiscal year and 2022-2023 fiscal year as required by federal and State nonprofit law. The organization does not have federal or State funding, or an asset level that requires an audit. The organization has an established Board and will be serving as a Services contractor to Mississippi Global, not a management organization.

4. **List and explain any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the proposed ESP has experienced in the past five (5) years.**

Contract Terminations.

N/A GPCF has not had any charter revocations, non-renewals or withdrawals/ non-openings. Additionally, this question does not apply to the Mississippi Global application because GPCF does not manage schools.

Legal Relationship with ESP

1. **Provide evidence that the board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.**

Mississippi Global - An Independent Board.

Mississippi Global's Board is independent and self-governing and does not report to the Board of the Global Public Charter Foundation. The two entities are completely separate, with separate Boards of Directors and separate legal counsel. While two GPCF board members also serve on the MS Global Board, that membership has been disclosed, the board members are aware of their respective duties to each board and the separate bylaws and other governing documents. Those board members, as well as all board members, also fill out a yearly conflict of interest disclosure forms.

2. **Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed ESP, and any affiliated business entities.**

Conflicts of Interest.

Mississippi Global is not aware of any existing or potential conflicts of interest. While Mississippi Global does not believe there is a conflict of interest, as stated above and in other parts of this application, two board members serve on both the GPCF Board and the Mississippi Global board.

3. **List All subsidiaries or related entities that are affiliated or owned in whole or in part by the ESP and identify the nature of those entities' business activities.**

Subsidiaries/Related Entities.

The Global Public Charter Foundation does not own and is not affiliated with any subsidiaries or related entities.

4. **Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question**

Current or Future Relationships.

This question is not applicable (N/A) to the Mississippi Global application because Global Public Charter Foundation does not own and is not affiliated with any subsidiaries or related entities.

5. **Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP's supervisory responsibilities.**

N/A the GPCF will not have any supervisory responsibilities within MS Global.

6. **If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationships with the ESP, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.**

N/A MS Global will not execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationship with the ESP.

7. **Describe and provide documentation of any loans, grants, or investments made between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.**

N/A there are no loans, grants, or investments made between the GPCF and MS Global.

ESP Management Plan

1. **Provide a detailed description of the roles and responsibilities of the ESP.**

ESP Roles and Responsibilities.

The Global Public Charter Foundation will provide critical services, resources, access to an award-winning academic model that it is exclusively privy to, and materials to Mississippi Global, but not act as a management organization. The GPCF's main role is to take on many of the complicated and burdensome tasks of founding and operating a charter school so the Mississippi Global team can focus on student success. Roles and responsibilities of the GPCF include:

1. Academic Model. GPCF will provide MS Global access to an award-winning academic model aligned to Washington Global Public Charter School's model, to which GPCF has exclusive access and is exclusively privy. Access includes the following: academic and non-academic resources and materials, academic logistical support, professional development (see below), and personnel with proven expertise executing the model effectively.
2. Charter School Start-up Services.GPCF will collaborate with MS to provide essential charter school start-up services that are critical to MS. Global's success. Start-up support consists of: Facilities support, grant support, compliance support, staffing support, marketing and student recruitment support, academic support, and other support deemed necessary by both Parties to execute the Model.
3. Marketing. GPCF will provide marketing support, including logo design, printed and online materials, and support establishing social media accounts.
4. Professional Development: GPCF will provide MS Global with comprehensive professional development and leadership coaching to support the successful implementation of the Model.
5. Operational Support: GPCF will provide MS Global with critical operational support. Operational support consists of Private, State, and Federal grant writing and compliance, other compliance services, reporting support to comply with Charter Law, fundraising, and support necessary to ensure MS Global's fiscal stability.
6. Public Relations Support. The public relations program includes assistance in identifying local media markets, press release and announcement support, and promotion as a GPCF Model school, both internally and externally, through traditional media outlets and social media. Training is provided, upon request, in all aspects of effective public relations.
7. Logistical Support: GPCF will provide MS Global with logistical support in areas of finance, operations, and academics. In order to provide such logistical support, MS Global's fee will cover GPCF's travel and logistics.
8. Other Services: GPCF will provide MS Global with additional, customized Services according to the school's needs. Both parties will agree upon the Services.

2. **Describe the scope of services and costs of all resources to be provided by the ESP.**

ESP Resources.

The GPCF will provide MS Global with the scope of services outlined above. As consideration for the ESP Services provided by GPCF to MS Global, MS Global agrees to pay to GPCF each [academic year] a fee in an amount equal to nine percent (9%) of MS Global's operating budget for such [academic year]. Fees are all inclusive of GPCF contractors' travel and other reasonable expenses.

3. **Describe the oversight and evaluation methods that the Board will use to oversee the ESP. What are the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed- upon goals? Will there be an external evaluator to assess the ESP's performance? What are the conditions, standards,**

and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?

ESP Oversight.

The Global Public Charter Foundation is not a management organization, rather it is a 501 (c)(3) nonprofit organization that will provide Mississippi Global with critical Services, Resources, Materials, and access to an award-winning model that it is privy to. Therefore this question does not directly apply to the GPCF and Mississippi Global relationship. However, both the GPCF and MS Global believe program evaluation is fundamental to ensuring that the model and services are meeting the needs of MS Global. Therefore, MS Global and GPCF will develop a yearly mechanism for evaluating the contractual relationship.

4. **Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP.**

ESP Compensation Structure.

Per the Draft GPCF and Mississippi Global management agreement, as consideration for the ESP Services and other services to be provided by GPCF to MS Global pursuant to and in accordance with the terms of this Agreement, MS Global agrees to pay to GPCF each [academic year] a fee in an amount equal to nine percent (9%) of MS Global's operating budget for such [academic year]. All fees shall be paid in U.S. Dollars.

5. **Describe the respective financial responsibilities of the school governing board and the ESP. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?**

Financial Responsibilities.

The GPCF provides critical Services, Resources, access to the award-winning model that the GPCF is privy to, and Materials to Mississippi Global, but it will not manage the school's spending decisions, own school property, or make spending decisions on behalf of Mississippi Global.

6. **What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.**

Duration of Management Agreement.

Mississippi Global and the GPCF do not have a management agreement. The two entities will enter an agreement for GPCF to provide services, resources, materials and access to the Model. A draft (see attached) has not been finalized.

Duration of services agreement: Five (5) years—Aligned with one term of Mississippi Global's charter contract.
Renewal: Parties may agree to renew the contract after five(5) years; there is no renewal requirement
Termination: The agreement contains four (4) methods of termination, including termination if either party defaults, mutual termination, revocation or non-renewal of MS Global's charter contract, and termination if State legislature or any other source of public funding fails to appropriate funds for the operation of MS Global or charter schools in the State.

Indemnification: The agreement contains mutual Indemnification (see Section 9.1 of Draft Agreement).

7. Describe the plan for the operation of the school in the event of termination of the management agreement.

Termination Plan.

N/A- The GPCF does not manage Mississippi Global and therefore does not have a management agreement in place.

8. Provide as Attachment ESP-2 a draft of the proposed management agreement with the ESP.

Services Agreement.

The GPCF does not manage Mississippi Global, therefore a services agreement is attached.

STAGE 1 CHANGES TO THE CHARTER APPLICATION

Mississippi Global
ACADEMY

ATTACHMENT 2:
SUMMARY SCOPE AND SEQUENCE

Mississippi Global
ACADEMY

Attachment 2- Summary Scope and Sequence for New Operators

Core Academic Program Scope and Sequence				
Grade	**ELA**	**Math**	**Science**	**Social Studies**
4	• Draw inferences from the text • Determine a theme of a story, drama, or poem • Summarize the text • Describe in depth a character, setting, or event in a story or drama • Determine the main idea of a text • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text • Determine the meaning of words and phrases as they are used in a text • Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text • Compare and contrast the point of view from which different stories are narrated • Describe the overall structure of events, ideas, concepts, or information in a text or part of a text Compare and contrast a firsthand and secondhand account of the same event or topic • Interpret information presented visually, orally, or quantitatively and explain how the	• Use the four operations with whole numbers to solve problems • Gain familiarity with factors and multiples • Generate and analyze patterns • Generalize place value understanding for multi-digit whole numbers • Use place value understanding and properties of operations to perform multi-digit arithmetic • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions Understand decimal notation for fractions, and compare decimal fractions • Solve problems involving measurement and conversion of measurements • Represent and interpret data: ○ Geometric measurement: understand concepts of angle	• Life Science ○ Demonstrate an understanding of Life Science as it relates to the organization, functions, and interconnections of the major human body systems; and life cycles, including familiar plants and animals. • Physical Science ○ Demonstrating an understanding of Physical Science as it relates to the common sources and uses of heat and electric energy and the materials used to transfer heat and electricity; the properties of light as forms of energy; and the properties of sound as a form of energy. • **Earth & Space Science** ○ Demonstrate an understanding of Earth and Space Science as it relates to the appearance, movements, and patterns of the sun, moon, and stars; and how humans use Earth's resources.	• Describe Mississippi's entry into statehood. • Identify people in positions of power • Identify rights and responsibilities as a citizen ○ Describe Mississippi's: economic and military role during the Civil War ○ economic conditions as a result of Civil War • Evaluate how geographic and economic factors influence life in Mississippi • Analyze the Civil Rights Movement • Examine how culture impacts people. Understand Mississippi's geography and its influence on life and work

	information contributes to an understanding of the text	and measure angles ○ Draw and identify lines and angles ○ Classify shapes by properties of their lines and angles		
	Spanish		**P.E.**	
	● **Communication**: Communicate on very familiar topics and present information orally ○ Write short messages and notes ○ Understand spoken words, phrases, and simple sentences related to everyday life ● **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied ● **Connections:** Build, reinforce, and expand their knowledge using the language to develop critical thinking and to solve problems creatively. ● **Comparisons:** Use the language to investigate, explain, and reflect on the nature of language ● **Communities**: Use the language both within and beyond the classroom to interact in a globalized world.		● Motor skills ○ Manipulative ○ Non-manipulative ○ Perceptual movement ● Age appropriate ○ Basic skills in movement form ○ Physical activity ○ Personal and social behavior during activity	

Grade	ELA	Math	Science	Social Studies
5	● Draw inferences from text ● Determine a theme from a story, drama, or poem ● Compare and contrast two or more characters, settings, or events in a story or drama; and main ideas of a text ● Summarize the text ● Explain the relationships or interactions between two or more individuals, events, ideas, or concepts ● Determine the meaning of words phrases and figurative language ● Explain the overall structure of a particular story, drama, or poem ● Describe how a narrator's point of view influences how events are described ● Draw inferences ● Determine a theme of a story, drama, or poem from details in the text ● Summarize the text ● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text	● Write and interpret numerical expressions ● Analyze patterns and relationships ● Understand the place value system ● Perform operations with multi-digit whole numbers and with decimals to hundredths ● Use equivalent fractions as a strategy to add and subtract fractions ● Use equivalent fractions as a strategy to add and subtract fractions ● Convert like measurement units within a given measurement system ● Represent and interpret data ● Demonstrate understanding of Geometry as it relates to measurement: ○ Graph points on a coordinate plane to solve real-world and mathematical problems. ○ Classify two-dimensional figures into categories based upon their properties	● Demonstrate an understanding of Life Science as it relates to photosynthesis and the transfer of energy from the sun into chemical energy necessary for plant growth and survival; and a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web ● Demonstrate an understanding of web Physical Science as it relates to the physical properties of matter; mixtures and solutions; and the difference between physical and chemical changes ○ the factors that affect the motion of an object through a study of Newton's Laws of Motion. ● Demonstrate understanding of Earth and Space Science as it relates to the locations of objects in the universe; the principles that govern moon phases, day and night, appearance of objects in the sky, and seasonal changes; and the effects of human interaction with Earth and how Earth's natural resources are protected & conserved	● How Articles of Confederation led to the Constitutio ● Respect for the rights of others ● Review currency as it relates to resources goods and services; bartering economy; currency-based economy ● People in roles of power can influence people's rights and freedom ● Describe and explain traditions and contributions of various cultures ● Describe and explain how roles of power can influence people's rights; and traditions and contributions of various cultures ● Recognize the community's, Mississippi's, and the United States' symbols, customs, celebrations ● Utilize Maps, graphs, and charts as representations ● Understand the American Revolution, such as reason for colonization of North America; major events and outcomes; and causes and events leading to conflict

	Spanish	P.E.
	● **Communication**: Communicate on very familiar topics and present information orally ○ Write short messages and notes ○ Understand spoken words, phrases, and simple sentences related to everyday life ● **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● **Connections:** Build, reinforce, and expand their knowledge using the language to develop critical thinking and to solve problems creatively. ● **Comparisons**: Use the language to investigate, explain, and reflect on the nature of language ● **Communities**: Use the language both within and beyond the classroom to interact in a globalized world.	● Motor skills ○ Manipulative ○ Non-manipulative ○ Perceptual movement ● Age appropriate ○ Basic skills in movement form ○ Physical activity ○ Personal and social behavior during activity

Grade Level	ELA	Math	Science	Social Studies
6	• **Reading:** Literature and Informational Text Students will read and annotate varied forms of literature and informational text to: ○ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text ○ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments ○ Determine the meaning of words and phrases as they are used in a text ○ Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas ○ Determine an author's point of view or purpose in a text and explain how it is conveyed in the text ○ Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on	• Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; • Computing multi-digit numbers and finding common factors and multiples; • Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; • Writing, interpreting, and using expressions and equations; • Solving problems involving area, surface area, and volume; • Developing understanding of statistical thinking	• **Life Science** ○ Living things range from simple to complex organisms, are organized hierarchically, and function as whole living systems ○ Relationships among survival, environmental changes, and diversity as they relate to the interactions of organisms, populations, and the environment ○ Classification tools and models such as dichotomous keys to classify representative organisms based on the characteristics of the kingdoms • **Physical Science** ○ Newton's laws of motion using real world models • **Earth and Space Science** ○ Earth's place in the universe and the interactions of the solar system	• Understand roles and expectations of citizens throughout the world • Examine challenges of civic engagement. Identify factors that contribute to cooperation and conflict among people • Understand citizenship roles in other parts of the world, such as East Asia or Latin America • Describe the causes of human population changes • Explain the characteristics and development of culture

	the same person) ● **Writing**: Write informative/explanatory texts ○ Using technology, conduct short research projects to answer a question			
	Spanish	**P.E.**	**Global Citizenship**	
	● **Communication**: Communicate on very familiar topics and present information orally ○ Write short messages and notes. ○ Understand spoken words, phrases, and simple sentences related to everyday life ● **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● **Connections:** Build, reinforce, and expand their knowledge using the language to develop critical thinking and to solve problems creatively. ● **Comparisons**: Use the language to investigate, explain, and reflect on the nature of language ● **Communities**: Use the language both within and beyond the classroom to interact in a globalized world	● Motor skills ○ Manipulative ○ Non manipulative ○ Perceptual movement ● Age appropriate ○ Basic skills in movement form ○ Physical activity ○ Personal and social behavior during activity	● **Developing International Mindedness** ○ Know some of the diverse perspectives on global issues and how identities affect opinions and perspectives ○ Be able to analyze international issues with different perspectives, including subject disciplines; and to articulate the combination of factors that may influence identity ○ Understand the threats and opportunities on culture, society, and economics when groups migrate ● **Developing Global Competence** ○ Understand that there are competing rights and responsibilities in different situations and that the interdependence of countries is not always mutually beneficial; the difference between correlation and causation; that a response to local and global issues can be taking personal responsibility for changing their own lifestyle; how they can contribute to promoting or diminishing equal opportunities; the impact of different forms of governance on society; and how past injustices affect contemporary local and global politics ○ Be able to evaluate the potential positive and negative impacts of personal or collective action that they plan to take in response to a local or global issue and to use tools and strategies to analyze events and/or issues and their short-term and long-term impacts ○ Know that there are a range of International organizations involved in global affairs	

Grade Level	ELA	Math	Science	Social Studies
7	• **Reading**: Literature and Informational Text: Read and annotate varied forms of literature and informational text to: ○ Cite several pieces of textual evidence to support analysis of what the explicit text and inferences drawn from the text ○ Determine two or more central ideas in a text and analyze their development; provide an objective summary ○ Analyze the interactions between individuals, events, and ideas in a text ○ Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. ○ Analyze how a drama's or poem's form or structure contributes to its meaning ○ Analyze points of view of different characters or narrators in a text • **Writing**: Write informative/explanatory texts ○ Conduct short research projects to answer a question with tech.	• Developing understanding of and applying proportional relationships; • Developing understanding of operations with rational numbers and fractions; • Working with expressions and linear equations; • Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; • Using data to draw inferences about populations based on samples.	• **Life Science** ○ matter cycles between living and nonliving parts of the ecosystem to sustain life • **Physical Science** ○ physical and chemical properties of matter ○ how temperature affects matter ○ use of the periodic table ○ chemical formulas and common chemical substances to predict the types of reactions and possible outcomes of the reactions ○ the law of conservation of mass • **Earth and Space Science** ○ how patterns of air and water molecules are determinants of weather patterns ○ relationship between natural phenomena, human activity, and global climate change ○ seasons are the direct result of the Earth's tilt and the intensity of sunlight on the Earth's hemispheres	• Understanding the development of civilizations in different regions of the world such as ○ Nile River Valley ○ China ○ Indus Valley ○ Ancient Greece ○ Roman Civilization • Compare and contrast the development of world religions • European History ○ Middle ages ○ Nation-states ○ Impact of the Renaissance and Reformation

	Spanish	P.E.	Global Citizenship
	● **Communication:** Participate in conversations on a number of familiar topics with sentences/series of sentences. Handle short social situations in everyday situations by asking and answering a variety of questions ○ Understand the main idea and some supporting details in messages or presentations on topics related to everyday life ● **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ○ **Connections:** Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. ● **Comparisons**: Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ● **Communities**: Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	● Motor skills ○ Movement ○ Basic skills in movement form ● Physical activity ○ Personal and social behavior during activity ○ Demonstrate competency	● **Developing International Mindedness** ○ Know some of the diverse perspectives on global issues and how identities affect opinions and perspectives ○ Be able to analyze international issues with different perspectives, including subject disciplines; and to articulate the combination of factors that may influence identity ○ Understand the threats and opportunities on culture, society, and economics when groups migrate ● **Developing Global Competence** ○ Understand that there are competing rights and responsibilities in different situations and that the interdependence of countries is not always mutually beneficial; the difference between correlation and causation; that a response to local and global issues can be taking personal responsibility for changing their own lifestyle; how they can contribute to promoting or diminishing equal opportunities; the impact of different forms of governance on society; and how past injustices affect contemporary local and global politics ○ Be able to evaluate the potential positive and negative impacts of personal or collective action that they plan to take in response to a local or global issue and to use tools and strategies to analyze events and/or issues and their short-term and long-term impacts ○ Know that there are a range of International organizations involved in global affairs

Grade Level	ELA	Math	Science	Social Studies
8	● **Reading:** Literature and Informational Text ○ Read and annotate varied forms of literature and informational text to: ■ Cite several pieces of textual evidence to support analysis of explicit text and draw inferences from the text ■ Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary ■ Analyze the interactions between individuals, events, and ideas in a text ■ Determine the meaning of words and phrases as they are used in a text ■ Analyze how a drama's or poem's form or structure contributes to its meaning ■ Analyze characters' or narrators' POV ● **Writing** ○ Write informative/ explanatory texts ○ Answer questions with technology, conduct short research projects	○ Using rational and irrational numbers; ○ Applying the properties of integer exponents; ○ Graph and compare proportional relationships; ○ Solving linear equations and systems of linear equations; ○ Grasping the concept of a function and using functions to describe quantitative relationships; ○ Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, ○ Understanding and applying the Pythagorean Theorem.	● **Life Science** ○ sexual reproduction results in offspring with genetic variation ○ asexual reproduction results in offspring with identical genetic information ○ genetics and the factors that influence heredity ○ individual traits based on genetics ○ natural selection ○ evolution and its impact on living and extinct species ● **Physical Science** ○ wave study ○ **Earth and Space Science** ○ geological evidence to analyze patterns in Earth's major events, processes, and evolution in history ○ natural hazards such as volcanic eruptions, severe weather, and earthquakes that a decrease in natural resources is directly related to the increase in human population on Earth and must be conserved.	● The development of the United States from Exploration to 1754 ○ Events, factors, and people which led to the American Revolution ○ American constitutional republic ○ Challenges as a new nation ○ Westward Expansion Interpret the causes, challenges, and effects of the Industrial Revolution ○ Social and political reforms on developing American society ● **Civil War** ○ Causes leading to the ○ Interpret the social and economic conflicts between the North and the South ○ Reconstruction American Civil War Reconstruction Interpret the causes, challenges, and effects of the Industrial Revolution

	Spanish	P.E.	Global Citizenship
	● **Communication**: Participate in conversations on a number of familiar topics using sentences and series of sentences. Handle short social situations in everyday situations by asking and answering a variety of questions. ○ Understand the main idea and some supporting details ● **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● **Connections:** Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. ● **Comparisons**: Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ● **Communities**: Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	● Motor skills ○ Movement ○ Basic skills in movement form ● Physical activity ○ Personal and social behavior during activity ○ Demonstrate competency	● **Developing International Mindedness** ○ Know some of the diverse perspectives on global issues and how identities affect opinions and perspectives ○ Be able to analyze international issues with different perspectives, including subject disciplines; and to articulate the combination of factors that may influence identity ○ Understand the threats and opportunities on culture, society, and economics when groups migrate ● **Developing Global Competence** ○ Understand that there are competing rights and responsibilities in different situations; that the interdependence of countries is not always mutually beneficial; the difference between correlation and causation; that a response to local and global issues can be taking personal responsibility for changing their own lifestyle; and how they can contribute to promoting or diminishing equal opportunities; the impact of different forms of governance on society; and how past injustices affect contemporary local and global politics ○ Be able to evaluate the potential positive and negative impacts of personal or collective action that they plan to take in response to a local or global issue; and to use tools and strategies to analyze events and/or issues and their short-term and long-term impacts ○ Know that a range of International organizations are involved in global affairs.

Grade Level	ELA - English 1	Math - Algebra 1	Science - Biology	Social Studies- Mississippi Studies
9	● **Reading:** Literature and Informational Text ○ Read and annotate varied forms of literature and informational text to: ○ Cite several pieces of textual evidence to support analysis of explicit text and draw inferences from the text ○ Determine the meaning of words and phrases as they are used in a text ○ Analyze the interactions between individuals, events, and ideas in a text ○ Analyze how a drama's or poem's form or structure contributes to its meaning ○ Analyze characters' or narrators' POV **Writing** ● Write informative/ explanatory texts ● Answer questions with technology, conduct short research projects.	● Explain why: ○ the sum or product of two rational numbers is rational ○ the sum of a rational and irrational number is irrational ○ the product of a nonzero rational number and an irrational number is irrational. ● Use units as a way to understand problems. ● Choose and interpret units consistently in formulas. ● Choose and interpret the scale and the origin in graphs and data displays. ● Interpret expressions that represent a quantity in terms of its context.* ● Interpret parts of an expression, such as terms, factors, and coefficients	● From Molecules to Organisms: Structures and Processes ○ Cellular function and organization ○ Growth and development of organisms ○ Organization for matter and energy flow in organisms ● Ecosystems: Interactions, Energy, and Dynamics ○ Interdependent relationships in ecosystems ○ Cycles of matter and energy transfer in ecosystems ○ Ecosystem dynamics, functioning, and resilience ● Heredity: Inheritance and Variation of Traits ○ Inheritance of traits ○ Variation of traits ● Biological Evolution: Unity and Diversity ○ Evidence of common ancestry and diversity ○ Natural selection ○ Adaptation	● Examine the geographic features of Mississippi; compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on state history and traditions. ● Examine the motivations and the effects of the European arrival and presence in Mississippi; explain the development of the Mississippi Territory/evolution to statehood. ● Analyze the characteristics of antebellum Mississippi and the role of Mississippi during the Civil War and evaluate the effects of Reconstruction in the state; examine the economic, political, and social changes in the Jim Crow Era Mississippi; and evaluate the role of Mississippi in the Civil Rights Movement ● Analyze the economic characteristics of modern Mississippi and the structure and function of local and state government in Mississippi, and examine the impact of Mississippi artists, musicians, and writers and the contributions of various ethnic and religious groups in MS.

	Spanish	P.E. and Health	Global Studies	Social Studies - World History
	• **Communication**: Participate in conversations on a number of familiar topics using sentences and series of sentences. Handle short social situations in everyday situations by asking and answering a variety of questions. • **Culture**: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • **Connections:** Build, reinforce, and expand • their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • **Comparisons**: Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • **Communities**: Use the language both within and beyond the classroom to interact and collaborate.	• Demonstrate proficiency in numerous movement forms • Use technology to evaluate a variety of movement forms • Demonstrate proficiency in team-oriented skills • Improve upon a variety of advanced manipulative skills.	• Know some of the diverse perspectives on global issues and how identities affect opinions and perspectives. • Be able to analyze international issues from different perspectives; articulate the combination of factors that may influence identity; evaluate the potential positive and negative impacts of personal or collective action that they plan to take in response to local or global issues; and use tools and strategies to analyze events and/or issues and their short-term and long-term impacts.. • Know that there are a range of international organizations involved in global affairs.	• The Age of Revolution (1750-1914) ○ Examine the causes, consequences, and global impact of the Industrial Revolution ○ Analyze the influence of the American and French Revolutions on political and social change ○ Evaluate the social, political, and economic changes that occurred during the Age of Imperialism • The 20th Century to the Present ○ Examine the causes and global consequences of World War I and World War II ○ Analyze the impact of nationalism, militarism, and imperialism ○ Evaluate the economic, political, and social impact of the Cold War ○ Examine the causes and consequences of decolonization and independence movements ○ Analyze the social, economic, and political challenges of the contemporary world

High School Curriculum Development Timeline

At Mississippi Global, our mission is unwavering: to empower 9th- to 12th-grade students in the Mississippi Delta with the essential knowledge, skills, and experiences needed to thrive in college and career pathways. With an unyielding commitment to college preparation, we are dedicated to providing a rigorous educational experience that prepares scholars to excel academically and professionally. We will achieve this by holding students to high expectations and by utilizing Project-Based Learning (PBL) to engage students in real-world projects that foster critical thinking, collaboration, and problem-solving. We also implement Universal Design for Learning (UDL) to ensure our instructional methods are inclusive and accessible, providing multiple means of representation, engagement, and expression to meet diverse learning needs. Our global education focus also broadens students' perspectives and prepares them to be engaged, informed citizens in an interconnected world. Our vision extends beyond college acceptance; we strive to cultivate future leaders who will drive positive change locally and globally. High-quality curriculum materials play a pivotal role in ensuring equitable access to a rigorous college preparation education.

Our curriculum materials will uphold several key principles:

1. Aligned with Mississippi College and Career Ready Standards
2. Grounded in research and proven effective with our unique population
3. Attuned to our programmatic priorities, school-wide goals, and the specific needs of our scholars, encompassing areas such as college preparation, literacy, etc.
4. These materials will progress seamlessly from one grade to the next, ensuring a cohesive learning experience
5. They will be designed to be inclusive and accessible to all learners, including students with disabilities, struggling students, gifted students, and English language learners.
6. Our curriculum will be culturally responsive, honoring our students' diverse backgrounds and perspectives.

At Mississippi Global, our curriculum development journey adheres to the gradual expansion enrollment model, advancing through distinct phases. The team will begin the ninth-grade curriculum development process in July 2025 to ensure ample time to collect the students who will guide the process.

Timeline

Grades Level(s)	Development Start Date	Completion Date	Material Acquisition	Training/Staff PD	Implementation Date	Evaluation
9	July 2025	August 2028	Summer 2029	2029-30	August 2029	MOY 2029, EOY 2030
10	July 2026	August 2029	Summer	2030-31	August 2030	MOY 2030

			2030			EOY 2031
11	July 2027	August 2030	Summer 2031	2031-32	August 2031	MOY 2031 EOY 2032
12	July 2028	August 2031	Summer 2032	2032-33	August 2032	MOY 2032 EOY 2033

Milestones	Responsible Persons
➢ Review updates from MDE and MCSAB policies. ➢ Assess organizational capacity and identify needed areas of expertise. ➢ Finalize course offerings and electives to determine curriculum needs. ➢ Revise decision-making flowchart, roles & responsibilities, and timelines as needed	➢ Director of Operations, Principal, Instructional Coach
➢ Selecting team members with the required expertise and skills ➢ Communicate the role descriptions, timeline, decision-making flowchart, communication plan, non-negotiables, and priority requirements to all team members ➢ Set budget parameters and establish financial guidelines for the project	➢ Principal, Director of Operations
➢ Develop a comprehensive curriculum implementation plan. ➢ Finalize Exit Standards ➢ Set up systems for ongoing monitoring and support (i.e. evaluation tools, attendance portals, behavior, communication)	➢ Principal, Instructional Coach

<u>Staff/Team Members</u>

- Principal
- Instructional Coach
- DO (Director Of Operations)
- Instructional Coach
- Teachers
- Operations Associate (i.e., secretary)

ATTACHMENT 9:
LEADERSHIP TEAM QUALIFICATIONS

Mississippi Global
ACADEMY

Instructional Coach

Mississippi Global Academy, a nonprofit charter school in the Mississippi Delta, is recruiting an Instructional Coach to work with our teachers and students to ensure students are receiving MS CCRS-aligned lessons and to improve overall student performance. Mississippi Global is seeking motivated staff who are committed to the school's mission and will bring professionalism, collaboration, and dedication to the school environment.

All staff are expected to work collaboratively within our professional learning community (PLC).

JOB RESPONSIBILITIES

- Instructional Leadership
    - Ensures a positive and appropriate learning environment that is stimulating, active, safe, and respectful and that incorporates a global focus, service learning, and project-based instruction
    - Monitors and supports activities of the instructional staff to ensure that classroom instruction and student achievement are consistent with the School's mission, core values, and academic goals
    - Models quality instruction and pedagogical strategies that are consistent with the School's mission, core values, and academic goals
    - Provides feedback on the performance of instructional staff as directed by the Principal
    - Collaborates with school leadership to provide effective feedback to teachers utilizing Danielson's model
    - Leads/Co-teaches courses as needed
- Assessment
    - Collaborates with school leadership to manage a coherent, comprehensive assessment program that tracks student progress and identifies students' strengths and weaknesses
    - Analyzes and communicates to the entire school community school-wide student performance on standardized tests as directed by the Principal
    - Supports instructional staff in using a range of assessment tools, such as performance, norm-referenced, criterion-referenced, portfolio, and survey.
- Professional Development
    - Serves on the professional development team, helping to plan school-wide and individual professional development plans for all teachers to ensure that they obtain and maintain the knowledge and skills necessary to achieve the School's goals
    - Identifies material and human resources to support the professional program
- Academic Program Support
    - Maps and manages school curriculum
    - Collaborates with Achievement Network to effectively support teachers and other instructional staff
- Other duties as assigned

REQUIREMENTS

- Bachelor's degree in Education or a related field; Master's degree preferred
- Minimum of 3 years of teaching experience, with a track record of effective instruction and student growth
- Expertise in content-specific pedagogy and instructional strategies
- Strong skills in data analysis, coaching, and providing constructive feedback
- Ability to build trusting relationships with teachers and support their professional growth

SUPERVISORY REQUIREMENTS

This position has no supervisory responsibilities.

Mississippi Global is an Equal Opportunity Employer, and is a drug-free workplace. Salary is competitive and commensurate with experience. Mississippi Global provides a comprehensive benefits package, including medical, dental, vision, 401k, and long-term disability insurance.

Director of Operations

Mississippi Global Academy, a nonprofit charter school located in the MS Delta, is recruiting a Director of Operations, an integral school leadership role. Mississippi Global is seeking a motivated, detail-oriented individual who will carry out the school's mission and bring professionalism, collaboration, and dedication to the school environment.

JOB RESPONSIBILITIES

- Act as the HR Department on all HR-related items, including but not limited to:
    - Recruitment and Staffing
    - Employee Relations
    - Policies and Procedures
    - Compliance
    - Benefits Administration
    - Training and Development
    - Payroll
    - Vendor Management
- Manage student enrollment and work closely with the Principal to ensure 100% compliance with the enrollment audit
- Manage compliance, including student attendance, school reports required by the State and authorizer, and other compliance pieces as directed by the Principal. The employee's role will be instrumental in ensuring our school operates within the necessary guidelines.
- Collaborate with the Principal to develop and communicate key policies for the school
- Oversee the National School Lunch Program, which will include all food orders and compliance
- Manage Operations Associate
- Lead Student Recruitment Team on marketing materials for student recruitment
- Streamline process for various systems, including but not limited to:
    - Student Computers
    - Field Trips
    - Supply Ordering
    - Virtual Visits

- Oversee all facilities-related activities
- Manage student transportation
- Oversee the management of school technology
- Assist in the management of front office duties to ensure that they are streamlined
- Manage teacher supplies along with other operations staff
- Assist in managing health and safety compliance for the school
- Serve as an essential worker for the school
- Manage the school's website and social media
- Other duties as assigned

REQUIREMENTS

- Bachelor's Degree is required
- Five years of experience in school operations
- One to two years of direct supervisory experience required
- Proficiency in Microsoft Excel and Google Office required

SUPERVISORY REQUIREMENTS

This position has supervisory responsibilities.

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Dean of Students
School Year 2024-2025

Mississippi Global Academy is recruiting a Dean of Students to provide behavioral support to our students for the 2024-25 school year. Mississippi Global is seeking motivated staff that are committed to the school's mission and will bring professionalism, urgency, and dedication to the school environment.

All staff are expected to work collaboratively within our professional learning community (PLC).

JOB RESPONSIBILITIES

- History of delivering effective research-based behavior management with students in various settings, including inclusive and self-contained environments
- Collaborate to implement a School-wide Positive Behavior Management and Support System
- Manage the School's student behavior management protocols for grades 4 through 9 under the direction of the Principal
- Provide resources for staff and teachers to utilize in the classroom to implement SWPBIS
- Effectively communicate with students, parents, teachers, staff members and other stakeholders
- Support the school wide Positive Behavior Support System by managing all school culture initiatives (i.e., School Store, incentive-based events)
- Develop and lead professional development sessions on student behavior management, school culture and school climate
- Work closely with the Principal in managing our behavior tracking system for all students
- Manage before and/or aftercare program, and lead or assist with cell phone collection and/or distribution
- Collaborate with community and after school partners
- Collaborate with teachers and staff to help improve school culture, school climate, student engagement and behaviors
- Promote family engagement by developing a partnership with parents/guardians through ongoing positive communication and other activities that encourage active participation in student learning
- Demonstrate dedication to the Professional Learning Community (PLC) by supporting school-wide initiatives and programs
- Other duties as assigned

REQUIREMENTS

- Possession of a valid state certificate endorsed in school administration (Mississippi Code 486)
- Bachelor's Degree is required, Master's Degree is preferred
- Three or more years of experience

- Experience with implementing behavior intervention programs and SWPBIS
- Demonstrated ability to work with students and families from diverse backgrounds

SUPERVISORY REQUIREMENTS
This position has/has no supervisory responsibilities.

Mississippi Global is an Equal Opportunity Employer, and is a drug-free workplace. Salary is competitive and is commensurate with experience. Mississippi Global provides a comprehensive benefits package, including medical, dental, vision, 401k, and long-term disability.

Special Education Coordinator
School Year 2027-2028

Mississippi Global Academy is recruiting a SPED Coordinator to provide special education support to our students and special education compliance for the 2027-2028 school year. Mississippi Global is seeking motivated staff that are committed to the school's mission and will bring professionalism, urgency, and dedication to the school environment.

All staff are expected to work collaboratively within our professional learning community (PLC).

JOB RESPONSIBILITIES

- Communicate regularly with the Principal about the student population, the evolution of the Special Education program, and professional development needs.
- Conduct special education teacher evaluations.
- Manage special education compliance commensurate with federal law and MDE policies and practices.
- Provide to the Principal regular updates on student and staff demographics, program development, and any concerns regarding compliance with special education law and regulations.
- Maintain current demographics and documents regarding all students on IEPs, as well as those in the referral process (development, updating, annual reviews, and triennials).
- Manage special education staff and related service providers within the school as well as manage parent communications and support sessions regarding their child with special needs.
- Provide the Principal and other decision makers in the school with information regarding relevant federal, state and local regulations governing special education, including placements, timelines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards.
- Refining curriculum approaches and materials to increase students' involvement and progress.
- Establish working relations with colleagues, developing effective systems for communication about students with special needs, including meeting regularly with teachers and focusing on instruction, as well as collaborating with teachers individually.
- Provide ongoing support for classroom teachers to ensure students' needs are being met.
- Collaborate with Special Education Teachers and General Education Teachers on supportive instruction, strategic modeling, and tailored instructional materials
- Demonstrate dedication to the Professional Learning Community (PLC) by supporting school-wide initiatives and programs
- Other duties as assigned

REQUIREMENTS

- Possession of a valid state certificate endorsed in school administration (Mississippi Code 486)
- Supervision, either Elementary, Secondary, or Special Subject; five years successful educational experience, three years of which have been in administrative or supervisory roles, two of which involve classroom instruction
- Knowledge of exceptional education and gifted services
- Expert knowledge of federal laws governing special education services

SUPERVISORY REQUIREMENTS
This position has/has no supervisory responsibilities.

Mississippi Global is an Equal Opportunity Employer, and is a drug-free workplace. Salary is competitive and is commensurate with experience. Mississippi Global provides a comprehensive benefits package, including medical, dental, vision, 401k, and long-term disability.

Assistant Principal
School Year 2028-2029

Mississippi Global Academy is recruiting an Assistant Principal to provide academic support to our students for the 2028-29 school year. Mississippi Global is seeking motivated staff that are committed to the school's mission and will bring professionalism, urgency, and dedication to the school environment.

All staff are expected to work collaboratively within our professional learning community (PLC).

JOB RESPONSIBILITIES

- Vision & Goals
  - Support development of the school-wide vision and work towards achieving these goals with the whole school.
  - Support School Leader in upholding excellence with systems that support vision
- Collaboration
  - Collaborate with principal and leadership team in determining school and team priorities
  - Support teachers in planning and prioritizing their time
- School Culture
  - Lead an affirming and joyful culture for students; monitor, follow in and refine SWPBIS systems
  - Work with staff and families to build an inclusive school environment for special populations
  - Plan for and predictably respond to student behavior that doesn't meet school culture expectations; follow up with teachers to coach and empower them to plan and respond more effectively next time
  - Maintain calm and poise in unpredictable, potentially stressful, situations with students
- Instructional Leadership
  - Communicate and invest teachers and staff in a clear, inclusive instructional vision for all students; follow through on all instructional commitments
  - Collaborate with instructional coaches to support teachers with clear, meaningful, and realistic unit and lesson internalization strategies while simultaneously growing teacher understanding of curriculum, pedagogy, standards, and assessments
  - Conduct teacher evaluations, both formal and informal
  - Support in the development and implementation of level/subject's curriculum

- Develop & Manage
  - Support the school leader in communicating and implementing the teacher evaluation framework
  - Conduct formal and informal teacher observations
- Hire & Retain

    - Actively and regularly communicate with Principal about progress, strengths, areas of growth, and potential trajectories of individual team members
    - Assist Principal in hiring
- Operations Management
    - Support the leadership team in executing school operational systems such as arrival and dismissal, lunch duty and transportation
- Other duties as assigned

REQUIREMENTS

- Possession of a valid state certificate endorsed in school administration (Mississippi Code 486)
- Master's Degree required
- Three or more years of experience
- Experience with implementing behavior intervention programs
- Demonstrated ability to work with students and families from diverse backgrounds

SUPERVISORY REQUIREMENTS
This position has/has no supervisory responsibilities.

Mississippi Global is an Equal Opportunity Employer, and is a drug-free workplace. Salary is competitive and is commensurate with experience. Mississippi Global provides a comprehensive benefits package, including medical, dental, vision, 401k, and long-term disability.

STAGE 2 CHANGES TO THE CHARTER APPLICATION

Mississippi Global
ACADEMY

Stage 2 Applicant Response to 3rd Party Evaluator Feedback
Mississippi Global Academy

Executive Summary:
In response to the Stage 2 Initial Threshold Quality Review feedback for Mississippi Global Academy, we appreciate the opportunity to provide clarification and additional details regarding our application. This document addresses the two areas identified as inadequate:

1. **Threshold 2: Student Populations**
2. **Threshold 3: Startup Plan**

Our response aims to further demonstrate our readiness, capacity, and understanding of these critical elements. We have structured our response in accordance with the provided guidelines, focusing solely on the inadequate ratings and adhering to the formatting requirements. The following sections provide detailed information to address the independent evaluators' concerns and ensure a comprehensive evaluation of our charter school proposal.

Threshold 2 Student Populations_[Mississippi Global Academy]
Feedback: There are no demographic comparisons provided between West Bolivar Consolidated School District and the proposed school that indicate the proposed school's Special Education population will be at least 80% equivalent to that of West Bolivar Consolidated School District.

Response:
The Mississippi Global Academy application provides the following information about the projected Special Education population:

1. **SPECIAL POPULATIONS AND AT-RISK STUDENTS - Student Demographics:**
    a. "Based on demographic data of the West Bolivar Consolidated School District, Mississippi Global expects to serve a diverse student population that includes students with disabilities, at-risk students, and students who are identified as intellectually gifted." (p.32)
    b. "Mississippi Global recognizes the immense potential of the students in the West Bolivar Consolidated School District (West Bolivar) and neighboring North Bolivar Consolidated School District (North Bolivar) and is committed to providing an exceptional educational alternative that empowers every child to thrive." (p. 32)

c. “The school commits to providing "comprehensive, compliant services tailored to all EL students' unique needs, ensuring they have the tools and support to thrive academically and socially." (p. 33)

2. **SPECIAL POPULATIONS AND AT-RISK STUDENTS - At-Risk Students Calculations:**

At-Risk Students Calculations

	% Qualify for Free Lunch	% English Language Learners	% With Disabilities
Current School District Demographics	>95%	0%	16%
80% Charter School Requirement	76%	0%	12.8%
Anticipated Charter School Demographics	>95%	0%	16%

a. This table illustrates that Mississippi Global anticipates that 16% of its student population will include students with disabilities and is committed to serving these students. (p.34)

3. **Attachment 20 and 21 - Financial Planning Workbook and Budget Narrative:**
   a. The school utilized the West Bolivar Consolidated School District special education percentage of 16% to develop its budget, showing that it is committed to serving the same percentage of students with disabilities as the local school district. Please find the calculations included. (p. 4 of Attachment 21)
   b. **Special Education**: With MDE guidance using the FY24 and FY25 MAEP Full Funding Calculation Information for West Bolivar Consolidated School District (WBCSD), special education revenue was determined by calculating the weighted teacher units. The FY24/FY25 funding calculation for WBCSD outlined special education funding of $663,849 for 11.21 teacher units which equals $59,219. Using the figures, special education funding for years 2-5 was calculated per the Workbook Guidance by multiplying the expected attendance rate (93%) by the number of special education students each year (16% of enrollment) and then by 1.5 to get the total weighted units. That number was then divided by 27 weighted units resulting in the number of teacher units. That figure was then multiplied by the WBCSD teacher unit amount of $59,219. The following weighted teacher units were calculated: Year 2 - 1.76, Year 3 - 2.64, Year 4 - 3.29, Year 5 - 3.95.

Application Updates:
The application does not explicitly compare the district's special education population and the projected population for Mississippi Global Academy. To address this inadequacy, we provide the following clarification:

According to the Mississippi Department of Education's 2023-2024 district data, West Bolivar Consolidated School District has a special education population of 16%. Mississippi Global Academy is committed to serving a comparable percentage of students with disabilities. Our projected special education enrollment is 16%, which is 100% of the school district's special education enrollment, exceeding the 80% district equivalency requirement.

Mississippi Global Academy is committed to serving a comparable percentage of students with disabilities to meet and exceed the 80% district equivalency requirement by implementing the following enhanced recruitment and retention strategies:

1. Data-Driven Enrollment Tracking:
    a. Execute targeted outreach to families of students with disabilities during our recruitment process by implementing a data-driven enrollment tracking system. We will monitor special education enrollment weekly during the application period and adjust our recruitment efforts accordingly. If we fall below the 16% target, we will intensify outreach to families of students with disabilities through targeted mailings, community events, and partnerships with local special education advocacy groups.
2. Targeted Community Outreach:
    a. Our recruitment strategies will be tailored to the West Bolivar community. We will host information sessions at local community centers and churches, partnering with local organizations serving youth, including students with disabilities. We will also work with the West Bolivar Consolidated School District to ensure families of students with Individualized Education Programs (IEPs) are aware of our school as an option and partner with local special education advocacy groups and service providers to raise awareness about our school's inclusive model.
3. Marketing and Communication:
    a. Our enrollment team will monitor and adjust our enrollment plan by producing monthly reports on special education enrollment percentages. If at any point we drop below 15% enrollment of students with disabilities (allowing for a 1% buffer), we will implement an urgent action plan that includes increased marketing efforts, personal outreach to families of students with disabilities, and consultation with local special education experts to enhance our recruitment strategies.

    b. Provide comprehensive information about our special education services in all marketing materials and during information sessions.
4. Staff Training and Resources:
    a. Train all staff on identifying potential special needs and making appropriate referrals, including Child Find.
    b. Allocate resources to ensure we can provide high-quality services to all students with disabilities who enroll. Our budget includes special education teachers in all years and an allocation for a full-time Special Education Coordinator starting in Year 3, with contract services in Years 1-2 to ensure adequate support. We have also budgeted for professional development focused on inclusive education practices for all staff, ensuring we are prepared to serve our projected special education population effectively.

Threshold 3 Startup Plan_[Mississippi Global Academy]
Feedback: The applicant does not include a sufficiently robust plan with detailed milestones to achieve between the initial facility search and facility acquisition/lease.

Response:
The Mississippi Global application provides a start-up plan.

1. **Attachment 19 - Timeline**
    a. November 2024: CSP start-up fund award letters issued
    b. February 2025: CSP funds disbursed
    c. January 2025: Begin working with back office financial services provider
    d. January 2025: Develop Fiscal Policies and Procedures
    e. November 2024: Establish bank accounts
    f. December 2024: Solicit bids for accounting software system
    g. January 2025: Acquire or develop an inventory system
    h. March 2025: Choose a payroll company and integrate staff
    i. January/February 2025: Develop and approve internal controls
2. **FACILITIES - Identification and Securing Process:**
    a. "Tom Porter, facility expert on the applicant team, will work with local realtors and contacts to develop a list of potential convertible or existing educational spaces. Porter will serve as project manager and point person for any architects or contractors engaged. The search began with Porter contacting Bolivar County brokers in May 2024 to identify future school sites." (p.67)

We acknowledge that our initial application lacked sufficient detail regarding milestones between the initial facility search and acquisition/lease. Our actual progress towards identifying a facility and the financing tools to identify our facility is well underway. To address the identified application inadequacy, we explain our activities to date and provide an expanded start-up plan that integrates our original timeline with a more detailed facility acquisition process.

Activities to Date
Applicant team members Tom Porter and Elizabeth Torres have worked alongside the Mississippi Global Board to lead the facilities search process. Mr. Porter has decades of experience in charter facility acquisition and financing. We have secured Magnolia Realty, a reputable real estate firm familiar with Bolivar County real estate, to lead our facilities search. The broker has provided the team with initial options that could be potential facility solutions for Mississippi Global. The properties include potential temporary facilities that could serve as a short-term solution if our primary facility search encounters delays. We have also explored modular classrooms as a backup option,

which could be installed on leased land if necessary. The broker also found potential sites that could be a permanent location.

In our facility search, we are prioritizing location options that align with our budget constraints while still meeting the needs of our students. This includes:

- Exploring underutilized or vacant commercial spaces that can be cost-effectively converted into educational facilities.
- Investigating potential partnerships with local community organizations or churches that may have suitable spaces available for lease at below-market rates.
- Considering phased occupancy plans that allow us to start with a smaller, more affordable space and expand as our student population grows.
- Evaluating the possibility of co-locating with compatible organizations to share facility costs.
- Researching areas with lower property values that are still accessible to our target student population.
- Exploring creative financing options, such as lease-to-own agreements or partnerships with community development organizations, to secure affordable long-term facility solutions.

Our facility committee will carefully assess the total cost of occupancy for each option, including utilities, maintenance, and potential renovation expenses, to ensure we select a location that is both suitable for our educational program and financially sustainable for the school.

In addition, our facility search criteria prioritize ADA compliance and features that support diverse learners, such as spaces for small group instruction and sensory-friendly areas. We are also seeking locations within our budget and accessible to students in both West Bolivar and North Bolivar Consolidated School Districts since the school has received significant interest from both communities.

The team also understands that facility financing is integral to securing a facility. Therefore, applicant team members Tom Porter and Elizabeth Torres have met with various facilities financing options. We met with Charter School Development Corporation (CSDC), a Community Development Financial Institution (CDFI), which provides various low-cost essential tools to charter schools to ensure successful facility solutions. This relationship is extremely valuable to Mississippi Global's ability to acquire a facility. CSDC's resources and solutions include:

- Real Estate Project Management: Overseeing the acquisition and development of the facility.
- Turnkey Development Program: Providing cost-saving real estate solutions, including lower rents, flexible lending terms, and affordable fixed purchase options.
- Facilities Financing: Extending credit enhancements for charter schools to facilitate the acquisition of quality facilities options. CSDC also provides charter schools with lower rents and flexible lending terms. CSDC is a direct lender at low interest rates for facility acquisition, construction, leasehold, or tenant improvements.

The team at CSDC is supportive of Mississippi Global's project and is interested in partnering with Mississippi Global following the school's application approval (see Attachment 1- Charter School Development Corporation Letter of Support).

In addition, Tom Porter and Elizabeth Torres also met with PNC Bank and Piper Sandler to discuss facility financing solutions and learn about additional solutions to ensure that Mississippi Global has a variety of financing options available.

The final facility decision will involve a two-step approval process. First, our facility committee (including board members with relevant expertise) will review detailed reports on each option and make a recommendation. Then, the full board will vote on the recommendation. We will also host a community forum to gather input from prospective families and community members before making the final decision.

An updated, detailed timeline has been provided below:

1. July 2024- August 2024 Facility Search Continued:
    a. MS Global team continues to meet with brokers to discuss facility needs.
    b. Continue to engage with future financing partners like CSDC.
    c. Brokers identify 3-5 possible properties for MS Global
    d. MS Global team meets with real estate brokers and previews potential properties
2. October 2024: School Approval:
    a. Anticipated approval of MS Global's charter application
    b. MS Global team continues meetings with potential financing partners
3. November 2024:
    a. CSP start-up fund award letters issues
    b. Establish bank accounts for the school
4. December 2024:

a. Solicit bids for accounting software system
b. Narrow facilities search to three properties
c. Conduct site visits to assess viability
d. Secure legal counsel/ negotiator for the lease
e. Conduct detailed site visits of our top 3 facility options. This will include a comprehensive evaluation using a facility rubric, which covers aspects such as classroom size, accessibility, outdoor space, overall size, location, renovation needs, cost, and potential for future expansion
f. Present top options to the board for review and input

5. January 2025:
    a. Begin working with back office financial services provider
    b. Develop Fiscal Policies and Procedures
    c. Acquire or develop an inventory system
    d. Engage with property owners/landlords to discuss potential terms
    e. Select the preferred facility option
6. February 2025:
    a. CSP funds disbursed
    b. Develop and approve internal controls
    c. Complete detailed cost analysis for renovations/modifications for each facility option by engaging a local architect to provide initial renovation estimates for each option.
    d. Secure any funds needed for building improvements/ renovations
    e. Conduct thorough inspection of selected facility
    f. Begin lease/purchase negotiations with the property owner
7. March 2025: Finalize Facility Agreement
    a. Choose a payroll company and integrate staff
    b. Obtain board approval for a final agreement
    c. Execute lease or purchase agreement
    d. Complete lease/purchase agreement negotiations
    e. Develop detailed renovation/modification plans
    f. Secure necessary permits and approvals
8. April 2025: Renovations
    a. Begin renovation work to prepare for school opening
9. May-July 2025: Facility preparation
    a. Complete renovation work, secure final inspections, and move into the building in July 2025 to prepare for the school opening
    b. Outfit the school with necessary furniture and supplies for school opening

This expanded timeline integrates our original financial and operational milestones with a more detailed facility acquisition process, providing a clear roadmap for securing a

viable facility in time for school opening. It addresses the concerns raised in the initial evaluation while maintaining consistency with our overall start-up plan.

Our team, led by Tom Porter as the project manager for facility acquisition, is committed to executing this plan efficiently to ensure Mississippi Global Academy is fully prepared to open its doors to students in August 2025.

THRESHOLD 3:

STARTUP PLAN _[MS GLOBAL ACADEMY]

ATTACHMENT 1:

CHARTER SCHOOL DEVELOPMENT CORPORATION LETTER OF SUPPORT

Mississippi Global ACADEMY

Charter Schools Development Corporation

July 17, 2024

Mississippi Charter School Authorizer Board
c/o: Founder of Global Public Charter Foundation
239 N. Lamar Street
Suite 207
Jackson, MS 39201
via Email: liz.shook@gmail.com

Re: Letter of Support for Facility & Financing Assistance – Mississippi Global Academy

To Whom It May Concern:

This letter is in support for Mississippi Global Academy's ("MGA") charter application to operate a public charter school in the Mississippi Delta.

Charter Schools Development Corporation ("CSDC") is the largest national nonprofit developer and Community Development Financial Institution ("CDFI") focused exclusively on the financial and facility needs of charter schools. CSDC's "lease-to-own" model allows school leaders to focus on the educational mission while we focus on the business of financing, designing and constructing a facility built to suit the unique needs of the school model, student population and budget. CSDC's direct lending program finances the acquisition, site development, construction financing, leasehold improvements and mini-permanent loans for facilities primarily located in underserved areas in need of a high-quality education choice. Our website at www.csdc.org can also give you additional information.

Since inception, CSDC has provided $81.3 million in funding to 220 schools in 29 states and the District of Columbia, serving over 97,8000 students (65% low income) and leveraging over $750 million in private capital financing and lease commitments for more than 8.4 million sf of safe, modern and efficient educational facilities. CSDC has made a significant impact in the southern states by developing and financing facilities in Tennessee, Louisiana, North Carolina, South Carolina, Georgia, Florida, Texas, and a facility in Alabama currently in the pipeline.

CSDC looks forward to working with MGA for its facility's needs. We encourage the Mississippi Charter School Authorizer Board to approve MGA's charter application in order to fulfill the promise of a better future for Mississippi children and the promotion of high quality, transformational school choice.

Sincerely,

Rebecca Salvo
Senior Vice President