

**VIRGINIA DEPARTMENT OF EDUCATION**  
P. O. Box 2120  
Richmond, Virginia 23218-2120

**HIGH SCHOOL PROGRAM INNOVATION  
PLANNING GRANT**

**PROPOSAL COVER PAGE**

<b>Name: Lead School Division and Superintendent</b>	Newport News City Public Schools Dr. Ashby C. Kilgore
<b>Name: Consortium School Division(s)* (if applicable)</b>	n/a
<b>Name: Participating High School(s)</b>	Heritage High School
<b>Name: Division Contact Person - Planning Grant Director</b>	Dr. Ann Ifekwunigwe
<b>Title:</b>	Career Pathways Supervisor
<b>Mailing Address:</b>	12465 Warwick Blvd.
<b>City/Zip</b>	Newport News, VA / 23606
<b>Telephone:</b>	757-283-7850 x10526
<b>E-mail:</b>	<a href="mailto:Ann.ifekwunigwe@nn.k12.va.us">Ann.ifekwunigwe@nn.k12.va.us</a>
<b>Project Title:</b>	Re-Imagining High School: Student-Centered College, Career, and Citizen Ready (C <sup>3</sup> R) Micro Academies
<b>Innovations:</b>	Student-Centered Learning; Growth Mindset Development; Real World Career and College Connections; Flexible Scheduling and Student Evaluation
<b>Total of HSPI funds requested:</b>	\$ 50,000

**CERTIFICATION BY AUTHORIZED OFFICIAL**

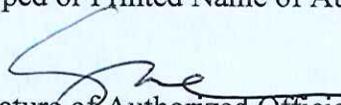
The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this School Division and that the applicant will comply with the attached Statement of Assurances.

**Ashby C. Kilgore, Ed.D.**

**Superintendent**

Typed or Printed Name of Authorized Official

Title

  
Signature of Authorized Official

**June 1, 2015**

Date

## HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT

### STATEMENT OF ASSURANCES

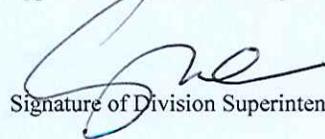
Should an award of funds from the High School Program Innovation planning grant be made to the applicant(s)\* in support of the activities proposed in this application, the authorized signatures below certify to the Virginia Department of Education that the authorized school division officials will:

1. Upon request, provide the Virginia Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
  - a. Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001;
  - b. Title VI of the Civil Rights Act of 1964;
  - c. Title IX of the Education Amendments of 1972;
  - d. Section 504 of the Rehabilitation Act of 1973;
  - e. Age Discrimination Act of 1975; and
  - f. Americans with Disabilities Act of 1990.
3. Use grant funds to **supplement** and **not supplant** funds from nonfederal sources;
4. Take into account during the development of programming, the need for greater access to and participation by students from historically underrepresented and underserved groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the Virginia Department of Education;
6. Ensure that at least 75 percent of the professional staff at each high school participating in this proposal is in agreement with implementing the innovations as a threshold requirement of pursuing this grant;
7. Ensure that the majority of the local school board is fully supportive of the multi-year effort for innovation; and
8. Upon review of and approval by the local school board and negotiation of acceptable and pertinent waiver requests, if any, made to the Virginia Board of Education, pursue implementation of the developed plan resulting from this High School Program Innovation planning grant for the 2016-2017 and 2017-2018 school years.

By signing and submitting this Statement of Assurances, the applicant school division assures that its participating high school(s) will adhere to state and federal laws and regulations governing public schools in the Commonwealth of Virginia, with the exception of any waivers that may be approved by the Virginia Board of Education at a future date. The applicant school division further certifies, to the best of its knowledge, that the submitted proposal has addressed all required elements of the High School Program Innovation planning grant RFP and the applicant understands and will comply with the assurances.

Ashby C. Kilgore, Ed.D.

Typed Name of Division Superintendent



Signature of Division Superintendent

Date June 1, 2015

Jeff Stodghill

Typed Name of Division School Board President

Signature of Division School Board President

Date June 1, 2015

\*A Statement of Assurances page is required for each participating school division. The signed Statement of Assurances page for the lead school division will follow the Proposal Cover Page in the submitted proposal packet. Other participating school divisions' Statement of Assurances pages, if any, must be included as **Appendix D** of the proposal.

**HIGH SCHOOL PROGRAM INNOVATION  
PLANNING GRANT  
ABSTRACT PAGE**

***Re-Imagining High School: Student-Centered College, Career, and Citizen Ready (C<sup>3</sup>R) Micro Academies***

*This proposal seeks funding for a year of planning, to design and implement an innovative high school program that will meet the needs of all students at Heritage High School. We propose to re-envision high school to fully involve all students in their learning, create additional opportunities for students' early exploration of college and career options, and increase the flexibility of school scheduling so that students can push out into their community, explore social entrepreneurship opportunities, and/or engage with career professionals in job shadowing, long term internships, and early career programs that cover a broad array of Career Pathways options. Online learning, flexible scheduling, student driven decision making, and real world connections to community opportunities will transform the way students learn at Heritage High School. Students will be immersed in an environment that embraces a Growth Mindset, and actualizes the NNPS philosophy that "Smart is something you become." After the initial two year pilot, NNPS will use lessons learned from the program at Heritage HS, to expand to other schools in the district. Lessons will also be readily shared with the VDOE, so similar programs may be implemented in other districts across the Commonwealth.*

***Re-Imagining High School:  
Student-Centered College, Career, and Citizen Ready (C<sup>3</sup>R) Micro Academies***

The mission of Newport News Public Schools (NNPS) is to ensure that all students graduate “College, Career, and Citizen Ready.” Since adopting this focus, the school system has made great strides towards that end. The highly successful Early College program has made it possible for hundreds of NNPS seniors to complete high school requirements early, and earn as many as 19 transferable college credits as full time students at Thomas Nelson Community College. The NNPS Early Career program provided opportunities for seniors to complete high school requirements, and begin careers as welders, electricians, painters, and camera repair technicians while still enrolled in high school. The Engineering Shipbuilding Internship Program (eSHIP), a partnership with Newport News Shipbuilding, has put a dozen NNPS students on a pathway to exciting and lucrative careers as mechanical, nuclear, and structural engineers at NN Shipbuilding. The NNPS’ Youth Development initiative has created countless opportunities for students of all ages to become engaged citizens through service learning projects across their community. Graduation Coaches at every high school have helped boost the school district’s on-time graduation rate from 79.2% to 88% in just five years.

While the NNPS mission is being fully realized in many schools across the school division, one school—Heritage High School—seems to have fallen slightly behind. Currently the lowest performing high school in the district, the Heritage High School campus is comprised of three distinct programs: The Governor’s STEM Academy, The University Magnet, and the general education program for students who did not apply to either of the specialty academies. Overall student performance at the Governor’s STEM Academy and the University Magnet is quite strong—students are required to maintain a minimum GPA to participate in the specialty academies. However, students in the program for the general population at Heritage HS are not faring as well. Compared to the previous year, the overall student performance rate on Standards of Learning exams was essentially unchanged in Reading. The school was able to meet the state performance benchmark by “Maintaining Progress,” even though there was no real growth in achievement, as measured by the SOL assessment. In mathematics, the numbers were even more concerning. With an average pass rate of 46 in mathematics, Heritage HS students performed almost 20 points behind the school district average of 63, and nearly 30 points behind the state average of 74.

This proposal seeks funding for a year of planning, to design and implement an innovative high school program that will meet the needs of all students at Heritage High School. We propose to re-envision high school to fully involve all students in their learning, create additional opportunities for students’ early exploration of college and career options, and increase the flexibility of school scheduling so that students can push out into their community, explore social entrepreneurship opportunities, and/or engage with career professionals in job shadowing, long term internships, and early career programs that cover a broad array of Career Pathways options.

After the initial two year pilot, NNPS will use lessons learned from the program at Heritage HS, to expand to other schools in the district. Lessons will also be readily shared with the VDOE, so similar programs may be implemented in other districts across the Commonwealth.

By establishing a student focused, mission-driven, College, Career, and Citizen Ready (C<sup>3</sup>R) program at Heritage High School, Newport News Public Schools (NNPS) seeks to develop an innovative program that meets the needs of students who are not currently served by one of the two specialty

programs already on campus. While the final shape of the program will emerge from the efforts of this planning year, the initial thinking is that there will be a collection of career-focused “Micro Academies,” which students will help design, and into which students will self-select.

Although preliminary data have been gathered about interest and desire for such a program, additional input will be required to make the program truly student centered. In the first months of the grant, a significant portion of time and energy will be devoted to gathering input from students, families, teachers, and community regarding what specific “Micro Academies,” will be developed. The Micro Academies will be small learning communities that facilitate the deep exploration of career options in select career pathways, to support the goal of ensuring that students are career ready upon graduation. The Micro Academies in the C<sup>3</sup>R program will strategically integrate academic and career focused learning to promote scholastic excellence, targeted work experiences, and enrichment opportunities that remove the walls of the classroom, and encompass the wider Newport News community.

Newport News Public Schools strongly believes that “smart is something you become.” The students who attend Heritage High School bring tremendous assets of intelligence, resilience, and perseverance to school each day. While these skills are effortlessly applied to their lives outside the classroom, students may not always apply them as readily in academic settings. As part of the grant planning year, this belief that *smart is something you become*—often called the “growth mindset,”—and based on the work of Stanford University Professor Dr. Carol Dweck, will be enhanced and supported by professional development for all staff at Heritage HS. Then, beginning in July 2016, a summer program will provide transition preparation, including orientation to growth mindset philosophies and skills, for all freshmen and students new to Heritage HS. Each incoming group of students will receive the same training. While the growth mindset professional development will initially be supported by the grant funding, for sustainability, subsequent training will be led by Heritage HS students and faculty who have gone through the program, and have developed mastery of the philosophies and skills.

Students in the C<sup>3</sup>R Micro Academy at Heritage High School will gain the knowledge and skills they need to succeed in workplaces by learning how to work in teams, communicate effectively, and transfer the principles of their classroom learning to “real world” applications. Students will spend their freshman and sophomore years exploring career pathways in specific career clusters, with the goal of pushing out into the community during their junior and senior years to apply what they have learned. This four year progression will help ensure students are equipped with the knowledge and skills they need, and that they have a clear understanding of the pathway to success in their chosen career.

The C<sup>3</sup>R Micro Academies will borrow from the highly successful small school model used at Metropolitan Cleveland Consortium (MC<sup>2</sup>) STEM High School. MC<sup>2</sup> learning communities blend science, English language arts, social studies, fine arts, engineering, and math, and are designed to transcend in-school and out-of-school environments. Their projects more closely resemble the tasks and ambiguities inherent in real life and help to make schoolwork more relevant to students’ lives, as well as more transparently linked to the skills needed to succeed in the working world.<sup>1</sup> In its planning year, NNPS will reach out to MC<sup>2</sup> for support, guidance, and feedback from their lessons learned.

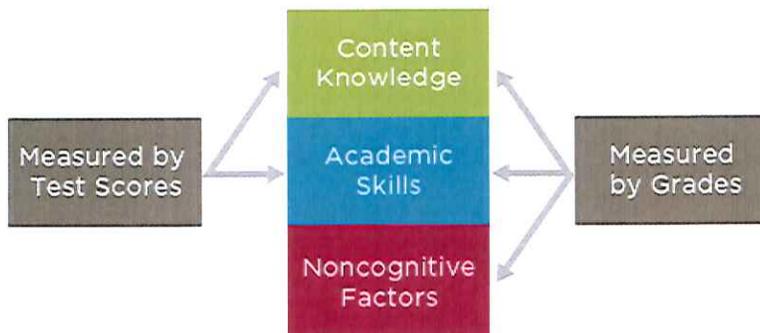
NNPS will develop courses to support C<sup>3</sup>R students’ success. These courses will incorporate input from students, and will be crafted by education professionals and business partners during the planning

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<sup>1</sup> <http://www.edutopia.org/stw-college-career-stem-research#pbl>

year of the grant, ensuring quality curricular programs that are well aligned with Virginia’s Standards of Learning, as well as industry demands. Students will have the opportunity to demonstrate what they have learned through project based learning that produces tangible products and outcomes, a growing digital portfolio of success, and documentation of mastery of academic and career readiness skills. These projects will be shared publicly as part of the culmination of each year, and flexibility will be sought from the VDOE for more emphasis to be placed on this project based learning and the performance of students in these projects, rather than on standardized tests. Research supports that postsecondary success is more often predicted by grades over time than on performance on standardized tests. *Despite all the attention to standardized tests, a growing body of research shows that achievement test scores are not strong predictors of whether students will graduate from high school or college. Research on early indicators of high school performance finds that passing courses and GPA in the middle grades and even earlier in elementary school are among the strongest predictors of high school outcomes (Kurlaender, Reardon, & Jackson, 2008; Neild & Balfanz, 2001; Zau & Betts, 2008). Likewise, high school grades are stronger and more consistent predictors of college persistence and graduation than college entrance examination scores or high school coursetaking (Geiser & Santelices, 2007; Roderick, Nagaoka, & Allensworth, 2006).* (Camille A. Farrington, 2012)

**FIGURE 1.1**  
Factors Measured by Test Scores versus Grades



The suggestion that educators would see big returns from developing academic mindsets, self-discipline, and other noncognitive factors rests on the assumption that these factors are malleable and that educators or researchers have practical knowledge of how to change them. It also requires that educators understand the potential payoffs of different approaches to developing student noncognitive factors, that they have concrete strategies to address their development, and that tools exist to reliably measure changes in these factors. If indeed noncognitive factors are malleable and are critical to academic performance, a key task for educators becomes the intentional development of these skills, traits, strategies, and attitudes in conjunction with the development of content knowledge and academic skills. In essence, teachers would play a vital role in helping students move from being passive recipients of academic content to active learners who can manage their workload, assess their progress and status, persist in difficult tasks, and develop a reliable set of strategies to master increasingly complex academic content as they proceed through school. (Camille A. Farrington, 2012)

With growth mindset enhancement as underpinnings, and student engagement and agency as primary driving forces, the bird's eye view of the four years of the Heritage High School's C<sup>3</sup>R Micro Academy experience will look something like the following.

<b>Year</b>	<b>Focus</b>	<b>Scheduling</b>	<b>Evaluation</b>
<b>Freshman 9<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Growth Mindset Orientation</li> <li>• Career Pathways Exploration</li> <li>• Student-Driven Micro Academy Self-Selection and Design <i>(Which academy is right for me? What do I want to learn there?)</i></li> </ul>	<ul style="list-style-type: none"> <li>• At School / Traditional Hours</li> <li>• Summer Orientation and Transition Prep</li> <li>• Micro-Academy common class / seminar for students interested in similar career pathways / Group Project Design</li> </ul>	<ul style="list-style-type: none"> <li>• Micro Academy Design Document (Group Project)</li> <li>• Personal Plan (Individual Project)</li> <li>• Classroom Performance / Grades</li> <li>• Digital Portfolio</li> </ul>
<b>Sophomore 10<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Career Pathways Engagement</li> <li>• Growth Mindset Application and Evaluation</li> <li>• Student-Driven Micro Academy Evaluation <i>(How well is this meeting my needs? What needs to change?)</i></li> <li>• Prepare to contribute to Growth Mindset Training</li> </ul>	<ul style="list-style-type: none"> <li>• At School / Traditional Hours</li> <li>• Periodic out of school experiences / Job Shadowing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Micro Academy Evaluation Document (Group Project)</li> <li>• Personal Academic and Career Plan (Individual Project)</li> <li>• Classroom Performance / Grades</li> <li>• Digital Portfolio</li> </ul>
<b>Junior 11<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• What do I need to do to meet the goals set out in my Academic and Career Plan?</li> <li>• College and Career Readiness</li> <li>• Contribute to Growth Mindset Training</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible / Blended Schedules</li> <li>• Online Learning</li> <li>• In school / in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Plan (Individual Project)</li> <li>• Classroom Performance / Grades</li> <li>• Digital Portfolio</li> </ul>
<b>Senior 12<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Lead Growth Mindset Training</li> <li>• Real world applications of knowledge and skills</li> <li>• Exit Project Development and Showcase</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible Schedule</li> <li>• Early College</li> <li>• Early Career</li> <li>• Online Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Performance / Grades</li> <li>• Digital Portfolio</li> <li>• Exit Project</li> <li>• Industry Certifications</li> </ul>

The C<sup>3</sup>R Micro Academies at Heritage HS will provide expanded opportunities for students to dive deeply into a Career Cluster of interest. Since there is an academy on campus at Heritage HS that includes Architecture, Information Technology, and STEM, and a Health Science specialty program at a nearby high school, those clusters will not be among the offerings in the C<sup>3</sup>R Micro Academies.

<b>Career Cluster</b>	<b>Potential Community Connections</b>
<b>Agriculture, Food, and Natural Resources</b>	<ul style="list-style-type: none"> <li>• Virginia Cooperative Extension</li> </ul>
<b>Arts, AV Technology, and Communication</b>	<ul style="list-style-type: none"> <li>• NNPS Channel 47 / Telecommunications Program</li> <li>• WHRO &amp; WHRV Public Television and Radio</li> <li>• Local Commercial Television and Radio Stations</li> </ul>
<b>Business Management &amp; Administration</b>	<ul style="list-style-type: none"> <li>• Chamber of Commerce</li> <li>• Rotary Clubs</li> <li>• Entrepreneurship Projects</li> <li>• Social Entrepreneurship Projects</li> </ul>
<b>Education &amp; Training</b>	<ul style="list-style-type: none"> <li>• NNPS Future Teachers Program</li> <li>• Child Care Providers</li> <li>• Christopher Newport University</li> </ul>
<b>Government &amp; Public Administration</b>	<ul style="list-style-type: none"> <li>• City of Newport News</li> </ul>
<b>Hospitality &amp; Tourism</b>	<ul style="list-style-type: none"> <li>• City of Newport News Department of Parks, Recreation, and Tourism</li> <li>• Local Museums and Attractions</li> <li>• Culinary Arts Programs</li> </ul>
<b>Human Services</b>	<ul style="list-style-type: none"> <li>• City of Newport News Department of Human Services</li> <li>• Youth Volunteer Corps of Hampton Roads</li> </ul>
<b>Law, Public Safety, Corrections, and Security</b>	<ul style="list-style-type: none"> <li>• Newport News Police Department</li> <li>• Newport News Fire Department</li> <li>• Newport News Sheriff's Department</li> <li>• Newport News Commonwealth's Attorney's Office</li> </ul>
<b>Manufacturing</b>	<ul style="list-style-type: none"> <li>• Newport News Shipbuilding</li> <li>• Mid-Atlantic Regional Maintenance Center (MARMC)</li> </ul>

While we have secured commitments from a number of potential community partners (see attached letters), we will formalize agreements with the proposed partners listed above (with whom we already have working relationships) once the grant has been funded.

Building on the success of the Governor's STEM Academy at Heritage High School, the proposed C<sup>3</sup>R Micro Academies at Heritage HS will set goals, objectives, performance measures, and outcomes for all participating students.

**The following goals, objectives, and performance measures will be considered by the Innovation High School planning committee as it conducts its work:**

- Increase the number of students who earn a grade of B or better in advanced mathematics courses beyond Algebra II by 3 percent over the next four years
- Increase the number of Academy students meeting the requirements of the Advanced Studies Diploma by 10 percent over the next four years
- Increase the number of students earning industry certifications by 10 percent over the next four years
- Increase the number of postsecondary credits earned through dual enrollment, advanced placement courses, and the Early College program by 5 percent over the next four years
- Ensure that 100 percent of students participate in work-based learning experiences, through strong partnerships with businesses and organizations
- Increase our school's high school graduation rate by 3 percent over the next four years
- Reduce our school's high school dropout rate by 2 percent over the next four years
- Increase enrollment and retention in postsecondary education by 5 percent over the next four years by giving students the opportunity to earn dual enrollment credit. After graduation from high school, academy graduates will complete follow up surveys to determine successful enrollment and retention in postsecondary institutions. Graduates will have the opportunity to network on the C<sup>3</sup>R Micro Academies' social media site. This will allow the school to keep in contact with students and updated with their current postsecondary placements.
- Increase the proportion of students completing a college and career curriculum in high school by increasing enrollment and completion rates annually by 5 percent in specified career pathway academy courses
- Reduce the proportion of students requiring remediation in college by 5 percent, by carefully monitoring student achievement and providing academic support when necessary. Success will be measured by the number of students who meet the basic college entrance criteria as determined by the Virginia Community College System. An Academic Learning and Tutoring Center will be available for current academy student and academy graduates
- Increase the number of academy graduates employed in high-wage, high-demand, and high-skill careers as identified by the Virginia Employment Commission over the next six years after high school. Approximately sixty percent of Academy graduates will obtain employment within identified career pathways and related occupations following postsecondary education.

**Proposed Timeline for Program Planning Activities**

<b>Month</b>	<b>Date</b>	<b>Activity</b>
1	July 2015	<ul style="list-style-type: none"> <li>Publicize the Grant Award</li> <li>Recruit and Finalize Team Members</li> <li>Schedule Meetings for the Planning Year</li> <li>Notify Partners</li> <li>Research and Select Consultants</li> </ul>
2	August 2015	<ul style="list-style-type: none"> <li>Team Meeting to Plan the Year and Assign Roles</li> <li>Recruit Additional Partners</li> <li>Design Survey for Student, Family, and Community Input</li> </ul>
3	September 2015	<ul style="list-style-type: none"> <li>Distribute Surveys</li> <li>Analyze Survey Results</li> <li>Identify Priority Areas, As Indicated In Surveys</li> <li>Recruit Student Advisory Committee</li> <li>Evaluate and Revise Meeting Schedule, As Necessary</li> </ul>
4	October 2015	<ul style="list-style-type: none"> <li>Publish Survey Results and Priority Areas</li> <li>Develop Draft of Micro Academy Structure, Including Selected Career Pathways</li> <li>Create draft plans for evaluation methods</li> <li>Contact Partners to Schedule Community Connection Experiences for 2016-2017 School Year (for inclusion in draft)</li> </ul>
5	November 2015	<ul style="list-style-type: none"> <li>Gather input from stakeholders on Draft Structure Document</li> <li>Make changes, as necessary</li> <li>Finalize Draft of Micro Academy Structure, Including Selected Career Pathways</li> <li>Finalize detailed plans for evaluation methods</li> <li>Finalize Community Connection Experiences for 2016-2017 School Year (for inclusion in draft)</li> <li>Identify areas for which VDOE Waivers will be necessary; begin drafting rationale and language for the waiver documents; contact VDOE for technical assistance</li> </ul>
6	December 2015	<ul style="list-style-type: none"> <li>Finalize Document for Distribution and Comment</li> <li>Begin Developing Summer Program for incoming Freshmen</li> </ul>
7	January 2016	<ul style="list-style-type: none"> <li>Incorporate Feedback and Begin Preparing Presentation for Virginia Board of Education Meeting</li> <li>Begin outreach to feeder Middle Schools</li> <li>Finalize Summer Program for incoming Freshmen</li> </ul>
8	February 2016	<ul style="list-style-type: none"> <li>Continue working on Presentation for VA Board of Education</li> <li>Continue outreach to students, parents, and teachers at feeder schools</li> <li>Continue work on VDOE Waivers; maintain contact with VDOE for technical assistance</li> </ul>
9	March 2016	<ul style="list-style-type: none"> <li>Final preparation of presentation for Virginia Board of Education meeting</li> </ul>
10	April 2016	Formal Presentation to Virginia Board of Education

### **Coordination of Innovations**

As a result of participating in the C<sup>3</sup>R Micro Academies at Heritage HS, students will:

- Learn about, and apply the tools to develop a Growth Mindset, which emphasizes the philosophy that “Smart is something you become.”
- Become expert enough in the Growth Mindset philosophy to assist with future workshops for students and adults.
- Gain a deeper understanding of the skills and knowledge incorporated in their fields of study;
- Benefit from specialized, project-based courses which develop critical-thinking, problem-solving, and decision-making skills, preparing them for the 21st-century world;
- Create and maintain a comprehensive digital portfolio that captures their development over time as a planner, a learner, an employee, and a citizen.
- Develop a comprehensive exit project that showcases all they have learned in their four years in the Micro Academies
- Become designers and evaluators of the programs they are part of
- Acquire greater communication skills;
- Develop workplace readiness skills;
- Take advantage of opportunities to earn industry certifications preparing them to be more competitive in the work force and when applying to advanced training schools or postsecondary institutions;
- Obtain meaningful, real-life, hands-on experiences in their career pathway; and
- Profit from opportunities for internships, mentorships, job shadowing, and cooperative education, which provide students with advantages when entering postsecondary education and/or the workplace.
- Participate in real world experiences that remove the walls of the classroom, and connect students with the world of work in their community.

### **Resources for Implementation**

NNPS is committed to ensuring that its stated goals for this proposal are realized. In addition to the dedicated professionals at Heritage High School, the school division has a team of central office administrators who will be supporting the implementation of this grant—not just through the 2017-18 school year, but well beyond. The ultimate goal is to support the project, not just through all four years of the first class of incoming freshmen’s high school career, but to institutionalize the structure of the Academies to ensure success for all students at Heritage High School for many years to come.

## Budget Narrative

The majority of the funding requested will be to support additional work requested of classroom teachers and school site administrators. The proposed funding uses are:

- Teacher Release Time and/or Summer Compensation (\$15,000)
- Compensation for Other Personnel Outside regular duty hours, including Administrators, Security, Custodial Staff, Etc. (\$7,500)
- Benefits = 8% of \$22,500 (\$1,800)
- Consultants and Professional Development for Faculty and Staff (\$10,700)
  - Growth Mindset Professional Development "*Smart is something you become.*"
  - Small Learning Communities and Micro Academy Development Support
- Materials and consumables needed for planning (\$7,500)
  - Students' Growth Mindset Courses and Materials
  - Small Learning Communities and Micro Academy Development Support
- Travel to Visit Successful Innovative Programs (\$6,000)
- Internal Services / Print Shop Costs (\$1,500)

While additional and/or unexpected expenses may arise, we hope we will have flexibility to move funds between accounts. We will not require more than the requested \$50,000.

## Evaluation Plan

Evaluation is built into the grant at almost every stage. The planning committee will continue to meet during implementation to ensure the plan is on target and critical benchmarks have been met. Strict evaluation criteria will be developed (in consultation with VDOE) since waivers will be sought for standardized testing. Student evaluation is also a critical part of the project. Part of the student engagement process and the development of student agency involves putting them in charge of evaluating the quality of their academies. The digital portfolios, exit projects, feedback from community partners, and stakeholder surveys will also be key gauges of the quality of the program. The request of a waiver will not eliminate rigorous coursework that prepares students to excel in secondary and postsecondary education. Performance in classes and on college entrance exams will help validate the quality of the C<sup>3</sup>R Micro Academies. Recursive reflection will drive adjustments to the project, to ensure that the highest quality program is being implemented at all times.





**Newport News  
Shipbuilding**

Dr. John W. Haun  
Chief Academic Officer, Division of Instruction  
Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218-2120

Dear Dr. Haun,

Newport News Shipbuilding's Career Pathways Department has been proud to partner with Newport News Public Schools (NNPS) on a wide range of college and career readiness initiatives for students.

We understand that Newport News Public Schools is applying for a High School Innovation Planning Grant focused on Heritage High School. Newport News Shipbuilding is already a member of the Advisory Committee for the Governor's STEM Academy at Heritage HS. Our department would be happy to work with NNPS during the planning year to provide feedback on proposed initiatives for the innovation high school. If appropriate, we would also be willing to identify ways in which Newport News Shipbuilding might continue and/or expand its current partnerships with NNPS to include the innovation high school.

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

Sincerely,

Sherri Thompson  
Manager, Career Pathways

**A DIVISION OF HUNTINGTON INGALLS INDUSTRIES**

4101 Washington Avenue • Newport News, VA 23607 • Telephone (757) 380-2000 • [www.huntingtoningalls.com](http://www.huntingtoningalls.com)

**HIGH SCHOOL PROGRAM INNOVATION  
PLANNING GRANT  
INNOVATION PARTNER IDENTIFICATION**

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

**Innovation Partner:** Newport News Shipbuilding

**Type of Organization:** Manufacturing

**Name of Primary Contact:** Sherri Thompson  
(Signature Below)

**Title:** Manager, Career Pathways

**Address:** 4101 Washington Avenue

**City/Zip Code:** Newport News, VA/23607

**Telephone:** 757-534-1990

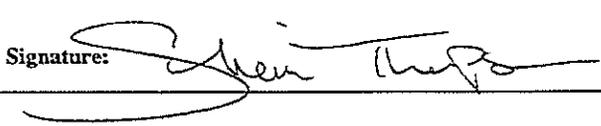
**E-mail:** Sherri.thompson@hii-nns.com

**Potential Innovation Project Role/Responsibility:** Provide workforce information and technical support during innovation grant planning phase. Identify potential partnership opportunities for Newport News Public Schools and Newport News Shipbuilding.

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

Date: 6/1/15

Signature: 

Title: Manager, Career Pathways



Virginia Cooperative Extension  
Newport News Office  
739 Thimble Shoals Suite 1009  
Newport News, Virginia 23606  
757-591-4838 Fax: 757-596-2057  
<http://offices.ext.vt.edu/newport-news>

Dr. John W. Haun  
Chief Academic Officer, Division of Instruction  
Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218-2120

May 28, 2015

Dear Dr. Haun,

The Virginia Cooperative Extension has been proud to partner with Newport News Public Schools (NNPS) on a wide range of college and career readiness initiatives for students.

We understand that Newport News Public Schools is applying for a High School Innovation Planning Grant focused on Heritage High School. The Virginia Cooperative Extension would be happy to work with NNPS during the planning year to provide feedback on proposed initiatives for the innovation high school. If appropriate, we would also be willing to identify ways in which The Virginia Cooperative Extension might continue and/or expand its current partnerships with NNPS, to include the Innovation High School.

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

Sincerely,

Lanette Kelly  
Unit Coordinator  
Family & Consumer Sciences Extension Agent

*Invent the Future*

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Extension is a joint program of Virginia Tech, Virginia State University, the U.S. Department of Agriculture, and state and local governments.

Virginia Cooperative Extension programs and employment are open to all, regardless of race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, genetic information, marital, family, or veteran status, or any other basis protected by law. An equal opportunity/affirmative action employer.



[www.ext.vt.edu](http://www.ext.vt.edu)

**HIGH SCHOOL PROGRAM INNOVATION  
PLANNING GRANT  
INNOVATION PARTNER IDENTIFICATION**

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

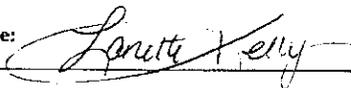
<b>Innovation Partner:</b>	Virginia Cooperative Extension
<b>Type of Organization:</b>	Agriculture; Food, Nutrition, and Health; Workforce Development; Education and Training; Family Financial Management
<b>Name of Primary Contact:</b> (Signature Below)	Lanette Kelly
<b>Title:</b>	Unit Coordinator; Family & Consumer Sciences Extension Agent
<b>Address:</b>	739 Thimble Shoals #1009
<b>City/Zip Code:</b>	Newport News/ 23606
<b>Telephone:</b>	(757) 591-4838
<b>E-mail:</b>	lskelly@vt.edu
<b>Potential Innovation Project Role/Responsibility:</b>	Provide workforce information and technical support during the innovation grant planning phase. Identify potential partnership opportunities for Newport News Public Schools and Virginia Cooperative Extension.

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

Date: May 28, 2015

Signature:



Title: Unit Coordinator



**PENINSULA COUNCIL**  
For Workforce Development

Dr. John W. Haun  
Chief Academic Officer, Division of Instruction  
Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218-2120

Dear Dr. Haun,

The Peninsula Council for Workforce Development's Youth Career Café has been proud to partner with Newport News Public Schools (NNPS) on a wide range of college and career readiness initiatives for students.

We understand that Newport News Public Schools is applying for a High School Innovation Planning Grant focused on Heritage High School. The Youth Career Café would be happy to work with NNPS during the planning year to provide feedback on proposed initiatives for the innovation high school. If appropriate, we would also be willing to identify ways in which The Youth Career Café might continue and/or expand its current partnerships with NNPS, to include the Innovation High School.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Sharnya Smith".

Sharnya Smith  
Youth Career Cafe Coordinator  
Peninsula Council for Workforce Development

**HIGH SCHOOL PROGRAM INNOVATION  
PLANNING GRANT  
INNOVATION PARTNER IDENTIFICATION**

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

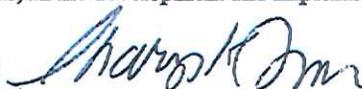
<b>Innovation Partner:</b>	<b>The Peninsula Council for Workforce Development's Youth Career Café</b>
<b>Type of Organization:</b>	<b>Workforce Development; Education and Training</b>
<b>Name of Primary Contact:</b> (Signature Below)	<b>SHARNYA SMITH</b>
<b>Title:</b>	<b>YOUTH CAREER CAFE COORDINATOR</b>
<b>Address:</b>	<b>11820 FOUNTAIN WAY, 301</b>
<b>City/Zip Code:</b>	<b>NEWPORT NEWS/23606</b>
<b>Telephone:</b>	<b>757-826-3327</b>
<b>E-mail:</b>	<b>ssmith@pcfwd.org</b>
<b>Potential Innovation Project Role/Responsibility:</b>	<b>Provide workforce information and technical support during the innovation grant planning phase. Identify potential partnership opportunities for Newport News Public Schools and PCFWD's Youth Career Café.</b>

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as Appendix B.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

Date: 05/01/2015

Signature:



Title:

*Coordinator*



# Mid- Atlantic Regional Maintenance Center

## NAVAL STATION NORFOLK

Dr. John W. Haun  
Chief Academic Officer, Division of Instruction  
Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218-2120

Dear Dr. Haun,

The Mid-Atlantic Regional Maintenance Center (MARMC) has been proud to partner with Newport News Public Schools (NNPS) on a wide range of college and career readiness initiatives for students.

We understand that Newport News Public Schools is applying for a High School Innovation Planning Grant focused on Heritage High School. The Mid-Atlantic Regional Maintenance Center is already a member of the Advisory Committee for the Governor's STEM Academy at Heritage HS. MARMC would be happy to work with NNPS during the planning year to provide feedback on proposed initiatives for the innovation high school. If appropriate, we would also be willing to identify ways in which MARMC might continue and/or expand its current partnerships with NNPS to include the innovation high school.

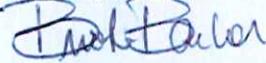
Please feel free to contact us with any questions you may have.

Sincerely,

Brooke Bailor

**HIGH SCHOOL PROGRAM INNOVATION  
PLANNING GRANT  
INNOVATION PARTNER IDENTIFICATION**

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

<b>Innovation Partner:</b>	<b>Mid-Atlantic Regional Maintenance Center (MARMC)</b>
<b>Type of Organization:</b>	<b>Manufacturing</b>
<b>Name of Primary Contact:</b> (Signature Below)	<b>Brooke Bailor</b> 
<b>Title:</b>	<b>Recruiter</b>
<b>Address:</b>	<b>9727 Avionics Loop</b>
<b>City/Zip Code:</b>	<b>Norfolk/VA 23511</b>
<b>Telephone:</b>	<b>757-443-3872 ext 3011</b>
<b>E-mail:</b>	<b>Brooke.Bailor.ctr@navy.mil</b>
<b>Potential Innovation Project Role/Responsibility:</b>	<b>Provide workforce information and technical support during innovation grant planning phase. Identify potential partnership opportunities for Newport News Public Schools and MARMC.</b>

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

Date: 6/1/2015

Signature:

Title:

**HIGH SCHOOL PROGRAM INNOVATION  
 PLANNING GRANT  
 PROJECT BUDGET**

Grant funds requested may not exceed \$50,000.

Period of Award: July 1, 2015 - June 30, 2016		Newport News Public Schools							
Applying School Division:		Newport News Public Schools							
<b>Personnel Services 1000</b>		Description					Source of Funds		Total Cost
Job titles of individuals whose salary will be charged to this project	Project Role	% FTE Administrative	Salary	Total charged to grant for this individual	HSPI	In-Kind			
Heritage HS Teachers	Professional Development and After Hours Planning	n/a	\$25.35 per hour	\$0	100%	n/a		\$15,000	
Heritage HS Administrators	Professional Development and After Hours Planning	n/a	\$35.00 per hour	\$0	100%	n/a		\$5,500	
Heritage HS Custodial	After Hours Work	n/a	\$15.00 per hour	\$0	100%	n/a		\$1,000	
Heritage HS Security	After Hours Work	n/a	\$15.00 per hour	\$0	100%	n/a		\$1,000	
NNPS Central Office Administrators	After Hours Work	n/a	n/a	\$0	0%	100%		\$n/a	
				\$0				\$0	
				\$0				\$0	
				\$0				\$0	
<b>Total Personal Services 1000</b>				\$0				\$22,500	



Purchased/Contractual Services 3000 Description (Please provide detailed cost calculations.)	Source of Funds		Total Cost
	HSPI	In-Kind	
Consultants and Professional Development for Growth Mindset and Small Learning Communities	100%	n/a	\$10,700
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
<b>Total Purchased Contractual Services 3000</b>	\$0	\$0	\$10,700





**Total Project Budget for HSPI Planning Grant**

	Source of Funds			Total Budget
	HSPI	In-Kind		
Personnel Services (1000)	\$22,500	\$0		\$22,500
Employee Benefits (2000)	\$1,800	\$0		\$1,800
Purchased/Contractual Services (3000)	\$10,700	\$0		\$10,700
Internal Services (4000)	\$1,500	\$0		\$1,500
Other Charges (5000)	\$6,000	\$0		\$6,000
Material and Supplies (6000)	\$7,500	\$0		\$7,500
<b>Total Project Budget</b>	<b>\$50,000</b>	<b>\$0</b>		<b>\$50,000</b>

VIRGINIA DEPARTMENT OF EDUCATION  
P. O. Box 2120  
Richmond, Virginia 23218-2120

HIGH SCHOOL PROGRAM INNOVATION  
PLANNING GRANT

HIGH SCHOOL INFORMATION

<b>High school name:</b>	Heritage High School		
<b>Mailing address:</b>	5800 Marshall Avenue, Newport News, VA 23605		
<b>School division:</b>	Newport News Public Schools		
<b>Principal's name:</b>	Shameka Gerald		
<b>E-mail:</b>	<a href="mailto:Shameka.gerald@nn.k12.va.us">Shameka.gerald@nn.k12.va.us</a>		
<b>School telephone:</b>	757-928-6100		
<b>Student enrollment:</b>	Grade 9: 441 Grade 10: 305 Grade 11: 279 Grade 12: 268		
<b>Student race/ethnicity distribution:</b>	White: 8.11% African American: 85.06% Hispanic: 4.67% Pacific Islander/Asian: 0% Native American: 0% Other: 2.16%		
<b>Students eligible for free or reduced lunch:</b>	74.28%	<b>Number of students with IEP or 504 plans:</b>	12.98%
<b>State accreditation status:</b>	Accredited with Warning		
<b>On-time graduation rate:</b>	88.2%	<b>Grade 9 retention rate:</b> 43 students	
<b>Subgroups or proficiency gap groups not meeting ESEA Annual Measurable Objective in reading and mathematics:</b>			
<b>In Reading, all subgroups met the annual measurable objectives, with Maintained Progress (MP) qualification.</b>		<b>In mathematics, no subgroups met the annual measurable objectives.</b>	
<b>Number of teachers:</b>	106	<b>Number of teachers teaching one or more classes outside their endorsement areas:</b>	4

The High School Information form(s) for each participating high school should be attached as **Appendix A** to the school division's submitted proposal.