

*Every Child,
Every Time*

Letter of Intent

**To: Mississippi Charter School
Authorizer Board**



McComb Charter STEM School
Science-Technology-Engineering-Mathematics

School Leader: Ms. Jerrie L. Manley

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Letter of Intent

This letter of intent (LOI) serves to provide a formal notice to the Mississippi Charter School Authorizer Board regarding an applicant's intention to submit a proposal for opening a charter school.

The information presented in the Letter of Intent is non-binding.

Name of Proposed School	McComb Charter STEM School
Grade Configuration	Eventually K-12, beginning with middle school thru grade 10
Model or Focus	Science, Technology, Engineering, Mathematics, Emotionally Safe & Equitable Learning Environment
Primary Contact Person	Jerrie L. Manley
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District	McComb School District
Proposed Leader (if known)	Jerrie L. Manley
Replication?	no
Contract with ESP?	no

About McComb and Its Growing Need for a Charter School

McComb, Mississippi is a lovely quintessential town nestled close to Interstate 55 halfway between Jackson, Mississippi and New Orleans, Louisiana. The McComb School District has long been known as being a reputable school district enrolling a large portion of both white children and black children despite their being access for the white children to attend another reputable, yet private tuition based, school – Parklane Academy. McComb High School has in the past been able to boast about its famous graduates, both black and white, like Adrian Brown and Cooper Carlisle. United State Senator, Wayne Dowdy, resided in McComb, raising his family there for many years and all of his children graduated from McComb High School in the eighties and nineties. At one time, McComb School District was a place for all students where children who came from homes of doctors, lawyers, and senators sat along beside children of the working poor, those children being predominantly black. The School Leader of McComb Charter School STEM School, Jerrie Lynn Manley is a product of this school system and knows many people who enjoyed a college preparatory education from McComb High School like herself, both black and white, who grew up to be college educated professionals. What was once in existence though is now a thing of the past.

The McComb School District and McComb High School of today are vastly different scenarios that what they have been in the past. No longer is the ratio of black to white students in its school system directly proportional to the ratio of blacks to whites in the city population. There are more children going to private to school or being homeschooled than there are in attendance at the McComb School District. If you talk to longtime citizens and natives of McComb, they blame Hurricane Katrina for much of the shift in the school culture. McComb has long been known as a place that will open its doors to hurricane evacuees. People have stayed in the auditoriums of churches and schools and have filled up gymnasiums around town for many years to wait out a storm. After Hurricane Katrina, many people from New Orleans with nothing more than the clothes on their back, decided to stay in McComb instead of returning to a home that did not exist anymore. As time passed, families that lived in predominantly white parts of town started selling their homes to black families and moving north of town to the North Pike School District. White families that chose to stay in McComb accepted more and more that paying for private school was going to be a given for living in the city limits. Within the school systems, teachers from Louisiana, mostly black, began taking jobs within the district. Some say that this was met with some hostility at times and divisions were created within the staff about how instruction was going to take place for which students. Eventually, the entire school system has become a system with a teacher pool that is predominantly black. What was a school system that had more students that were

vastly above grade level than not, has turned into a school system that is pushing out its youth into the court systems. The McComb School District was recently the focus of an executive report published by the ACLU of Mississippi and NAACP entitled, "Handcuffs on Success." The scores from the McComb School District are startling and its reputation for being a hostile environment for both its students and teachers is evident through the high teacher turnover rate and 30% dropout rate. There are many homeschooling families or families in non-attendance of any school that quit going to school because of its horrible environment and the McComb School District never followed up on the student's whereabouts. The number of stories is endless but the common denominator among all is the disgust with the lack of attention to the problem by the school district to the point of turning a blind eye and a deaf ear to everyone involved in any given situation eventually earning themselves an "F" rating by the state and a focal point of "Handcuffs on Success".

The following scores are from the district's 2011-2012 School Report Card, note that this is before assessment aligned with Common Core Standards, which are much more rigorous. This past school year, the McComb School District earned a "D" on its Children's First Report, thus meaning that the need for a Charter School inevitably exists here and the district cannot revoke the idea of one being started.

Grade	Reading		Math	
	% Below Grade Level	% At or Above Grade Level	% Below Grade Level	% At or Above Grade Level
3	67%	33	53%	47
4	59%	41	47%	53
5	51%	49	41%	59
6	48%	52	50%	50
7	46%	54	35%	65
8	48%	52	39%	61

High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	136	158	83	74	653.0	651.0	10	15	18	21	58	56	13	9
Biology I	186	186	65	53	634.0	645.0	20	29	45	31	33	38	3	2
English II	176	194	64	50	647.0	645.0	27	43	30	24	31	23	11	10
U.S. History	148	207	87	46	343.0	638.0	25	54	35	19	27	23	14	4

The Vision of McComb Charter STEM School

McComb Charter STEM School would like to focus on delivering its students a rigorous on grade level experience that is aligned with the Common Core Standards and will create a responsible and aware citizen who is college ready for a world in a global economy. Creating a song writer who can write a score of music by engineering something mathematically sound using their knowledge and love of the science of music is just as important as turning out tomorrow's doctors and engineers. More than that though, this school wants to win the community back and make it "cool" to be in school, not just any school, but a public school. Separate will never be equal when it comes to education and only by inviting everyone into the school system and adhering to the highest standards possible can we create a truly equitable education for ALL of the students of the community. It is a civic duty to advocate and attempt to make a change here considering there is research based evidence supplied by the Department of Education, Office of Civil Liberties that names McComb specifically as an example where the condition of the school is directly connected to and affecting the crime rate among its citizens.

McComb Charter STEM School seeks to enroll a population of students that is directly proportional race wise as to the population of the city of McComb. Currently, there is a system of reverse racism that is rampant in the public schools and the few families that send their children to school there do so complaining about the constant issues they deal with. They express that they regularly hear comments that if they are white, they should be homeschooling or sending their children to private school despite the hardship the financial burden would cause them. Among black parents, there is a feeling of hopelessness in that standing up to someone of color and demanding a better education will make them seem as if they are trying to be "white". Parents do not like the harsh discipline and verbal abuse they know their children endure but constantly tell them to respect all adults and remain quiet and compliant. Overall, the school system's strict dress code and constant use of harsh rules and procedures have more parents feeling like they are sending their child to a school for future prisoners every day. There are rampant stories of students and certified teachers being "pushed out" in every social science since of the word from the McComb School District. We hope to bring those people back to the public school system and regain and rebuild our community and its future.

We hope to have as many free and reduced lunch students as we can possibly enroll. We will never turn a student away unless we absolutely have to. We will look at building and remodeling more school sites and hiring and training more staff as our enrollment numbers increase and we will be willing to take over existing school buildings that will serve our purpose. McComb has many empty commercial spots that could be turned into schools as well as opportunities to convert unused church properties into schools as well. For example, children in our InterSchool program could have their weekly meetings with their certified teacher overseeing their online class in a renovated older home that holds teachers working out of offices for this program. We will be innovative and willing to consider the possibilities to enroll as many students as possible.

Teachers at McComb Charter STEM School will have to hold a state teaching license and will have to be highly qualified. We will recruit teachers who show that they have a kindness and caring disposition for their students first and foremost and willingness to PLC with other teachers and are willing to accept training to become a skilled presenter of knowledge who can tailor the lesson at any given second to meet the needs of the learners. The School Leader will train the staff on a variety of research based strategies and provide direct training from professionals representing the companies from which curriculum is purchased like TI Math Forward. The School Leader will empower teachers to become leaders themselves and mentor each other. Too many teachers in this area do not know a positive work environment, only the anxiety of negative and punitive school improvements strategies and they have been made to feel that they are "broken" or that they are the reason the children are failing or if they would just deliver this "canned curriculum" using a script. Our School Leader has intimate knowledge of the facets of school improvement and how to create positive sustainable outcomes that will benefit the teachers and their students without using punitive measures. Teachers will be

trained to deliver a strongly aligned curriculum using tried and true research based practices and sound assessments. We will truly sit down and look at our common assessments and discuss our students and work to inform and guide our future practices. We will use our data as a treasure hunt and never let it be a witch hunt.

Teachers will be treated like the college educated, licensed professionals that they are and will be given the respect they deserve. Every teacher will get a 30 minute duty free lunch every day. They will enjoy not only 40 minutes of planning time every day, but they will be required to meet with other teachers and/or the School Leader for another 40 minutes a day. This is so true horizontal and vertical teaming can take place and lessons and units, events and schedules can be given the time and attention they deserve. We will empower the teachers to create and give the students the best education experience possible. Once a week the forty minutes of meeting time will be used to go and collect evidence from other classes in the STEM school system that are in session using the TeachScape Learning Walk Tool. We will then use the data from the evidence collected to talk about how we are teaching, what we should be doing, what we saw that was great, what it looks like to have students who are compliant and quiet versus authentically engaged. We will use this information not just in our PLC meetings, but in our staff meetings as well as data we present to the state, authorizer board, parents, community members, etc. If we are lecturing and the students are being quiet and compliant, the data will show that. If we are having our students synthesize projects and they are excited

Our teachers will be schooled in behavior techniques like Love and Logic and will also be armed with a whole repertoire of teaching strategies that incorporate Academic Language Acquisition. We will use GLAD, SIOP, AVID Strategies like Socratic Seminar, and Reengagement Strategies for Reteaching, etc. Our teachers will be supported and trained by the School Leader and will become experts in their own rites. Our professional development days will eventually be able to be held as a mini conference in which teachers within the system who have perfected a skill (for example, the use of whiteboards for "quiet debates" or who have created PowerPoints that run a simulated game show like Jeopardy) can present to other teacher in 30 to 60 minute break out sessions.

To bring the community back to the public school, McComb Charter STEM School hopes to be able to provide a tailored education to meet every child's needs. Students will be empowered to embrace the challenge when they enroll in McComb Charter STEM School. We will encourage them to bring their own technology and we will teach them to use it responsibly. In a recent presentation by Bill Daggett at a leadership conference, he said that it is easier in this day and age for teachers to have a few iPads in the classroom to supplement the kids who don't have a phone, teachers should let them look up something for a few minutes, and move on to bigger and better things instead of spending 55 minutes on something that should take 3. If you think about, when adults don't know something, they get out their phones and google it; let's let our students do it to.... Without shame they are breaking a rule.

Our students will enjoy a relaxed atmosphere and rules will be kept at a minimum. We will teach students to think and make decisions rather than blindly follow a rule and a procedure. Instead of using a punitive measure, we will thoughtfully teach the kids and strategize how to remedy issues that come to surface. For example, at one of the McComb School District locations, children are not allowed to access water for hand washing because the children play in the water. They are only provided with a small amount of hand sanitizer. In our school, the teachers and staff will get together and strategize how to teach the children to use the facilities respectfully and efficiently and they will monitor and assist with the progress and process of teaching the kids to wash their hands, as it is a health concern for all and a necessary skill for life. Issues that come up between students will be held in a counseling type of atmosphere and serious or repetitive issues will be brought to a student board that is comprised of students who are elected and trained in handling peer mediations. The School Leader and designated people will deal with serious discipline issues swiftly and effectively, but the least restrictive and least punitive measures will always be tried first. We will foresee any security issues we may have and we will work to make our school the safest school around as a facility. When dealing with students and parents and community members or any given situation, we will always seek to deescalate situations and not focus on bad behavior, but try to increase the possibility of the good behaviors we want occurring. We will work and strategize to replace bad behaviors with new positive behaviors as this is shown to be the most effective research based

strategy to use with children. We realize that humans are creatures of habit and at varying times in our lives we are presented with unique challenges that come from the external world as well as our internal world, sometimes that being a biological process like puberty. We will treat the children with the utmost respect and care and we will train our staff to show compassion and speak to the children with a respectful tone of voice. We will choose our battles wisely and we will not allow ourselves to get held back by small issues, for example, when a student does not bring a pencil to class, we will hand them one and ask them to get started on their work immediately. We will not discipline them and prevent them from joining the learning. When a student is having a hard time at home and the parent is out of work, we will give them gently used clothes and food from our community outreach efforts and assist the parent with taking advantage of community resources. We will support our students and our families and make connections within the community to provide resources and fundraising opportunities for our school. Our school will have a School Leadership Action Team that will focus on community involvement and outreach specifically.

When we have issues with student behavior or concerns about student well-being, we will view them as experiences to make our system stronger and we will work with parents and community members openly and willingly head on but we will never choose to be harsh or punitive. We will always remember that we want to treat our children as college prep students never as institutionalized jail prospects.

Our dress code will also be relaxed but will remain modest in nature and both students and staff members will be able to dress in a casual fashion for school on a daily basis. We will encourage our students to dress up for certain days and events, like wearing a suit and tie or a dress for science fair night. We will release guidelines for our dress code and our motto will be, "When in doubt, just don't wear it". When students wear clothes that are inappropriate, we will give them clothes to put on that are. We will teach them to be self-reflective and make good decisions on their own, using guidelines we provide. We will schedule a fashion show at the mall at the beginning of the school year and during the spring to show acceptable school attire and give our students a chance to be the models and receive extra discounts on clothes just for our students and their families. In order to include students in the "rule making" of the school and empower them to be model students, we will conduct and direct a yearlong Positive Student Behavior Campaign that goes on at every grade level that has a theme, which changes as needed or scheduled to meet the needs of the school and its students. Students will work in small and large groups to address issues and actions within the school. For example, the Campaign will include everyone but different groups will be free to express and campaign for their own issues as approved by the School Leader. For example, six kids could volunteer or be chosen to work together and create PowerPoints, let's say for Cyberbullying, and then those kids would deliver them across the school in classrooms. By using peer pressure and the pack mentality we will teach children to think and make responsible decisions and weigh the consequences of their actions and look forward to the future. As a school system, we will have celebration days like "Cupcake and a Smile Day" or "Ice Cream Float Social" periodically to give everyone a chance to socialize and celebrate our positive school culture over a simple dessert.

Parents are the people who bring us their most prized possession and entrust us to help them to create a responsible and independent adult. At McComb Charter STEM School every contribution a parent makes, will be appreciated and recognized. We will look at and provide endless ways for the families of students to connect and participate in the student's education. Whether it is sending cupcakes to school or serving on the discipline board, or just supporting their own child through an online class or a HELP math lesson, there is something for every parent and family member to contribute to their student's success and we will make that known to them and show our appreciation. Every year, we will hold a banquet for the parents and of our students and invited our community partners to sponsor and help fund so that our event can be a fundraiser to fund further parent and community outreach for the school. We will not only provide them dinner and entertainment, but we will provide them with babysitting. We will take this opportunity to give them information on upcoming news and events and movements that are happening within our school and to Charter schools as a whole. We will be able to showcase student accomplishments by maybe having an excerpt from a play performed or the jazz band perform a number as entertainment. We will wow them with our scores and academic progress and create more motivation and energy to put behind our students and our future endeavors.

Proposed School Configuration

McComb Charter STEM InterSchool – A Blended On Campus/Online Learning Program tailored to meet an individual student's needs and a program to bring people back to public school and allow trust between the community and the public school to develop again.

After meeting with a student and their parent/guardian (possibly a social worker, pediatrician, counselor, parole counselor, etc) A student will have a tailored education designed to meet their needs as well as a learning plan with short and long term outcomes described. The learning plan will be reevaluated periodically and can be renegotiated at any time. Online classes will be purchased for the student on the K-12 Insight School due to the fact that this online school is reputable and the credits will transfer to virtually anywhere in the US and even abroad. InterSchool will form also as the main version of our summer school program. The student will have a parent or family member or maybe even a close mentor that will serve as their learning coach when they are at home to assist with the online schooling part. Sometimes this is in the form of helping the student actually learn the material and sometimes this is just supporting the student with a structured quiet time and a snack. The level of support the student needs at home and school will be addressed in the plan. We will be willing to hire mentors to work with a few target students who are in dire need of help and do not have a lot at home for whatever reason. We may have to start out with a form of alternative school where online classes like this are managed from a single computer lab and students come to the site to access their online classes there with the help of a certified teacher. InterSchool students and their parent/learning coach will meet with a certified teacher at least once a week to chart the student's progress on their online classes. Students will receive report cards like other students and will take all of the benchmark/state assessments, etc. that full time on campus students take. Examples of students that will need and benefit from this program: students with juvenile detention issues that prevent them from reentering the mainstream school at this time, students who want to transition back to school slowly, students who have been homeschooling for personal or religious reasons or getting no real substantial schooling due to refusal to attend McComb schools, students with health issues including anxiety disorders and mental health issues, possibly family crisis situations, etc. When nothing is working, we will offer InterSchool for a student and tailor their education to where the schooling never stops and the support for the student never ceases. We will bring kid in this program together with other kids taking the same or similar classes by using Edmodo. We will also create a peer mentor as time goes on and the opportunity arises to encourage kids to overcome their difficulties as they progress through school using alternative measures or work their way back into the mainstream.

K-4 McComb Charter STEM Elementary School

All K-4 classrooms will be equipped with a dedicated teacher computer, a document camera, a projector, smart board, four to six iPads or Kindle Fires depending upon subject area, and a COW{Computer on Wheels (Small Student Laptops)} Teachers will also have a set of whiteboards in their classrooms and will refrain from trying to call on just one student at a time but will give everyone a chance to answer every time by using their student whiteboard – “Every child, Every Time” Teachers will have access to Flocabulary and other online programs upon request, piloted and approved by the School Leader. All teachers will use Edmodo as a way to communicate and post assignments, etc.

Math (120 minutes daily, divided into sections as seen fit by teachers according to the lesson/project needs)

Curriculums to be used: Origo Math and SLATE, Envision Math and extensive use of manipulatives, and other supplements determined to be useful by PLCs. Kids will “play store” and “play restaurant” to varying levels of expertise depending upon grade level and ability. Grade levels will be allowed to play together. Depending upon what we have

to play with, will be the theme of the store, for example, maybe the store will be a school supply store after extreme couponing and collection of school supplies in the beginning of the school year.

Teachers and volunteers will work together to create attractive and realistic displays where students have an actual store to play money situations out in or a play restaurant in a realistic situation. Each teacher will have one such display in or near their room and children in the grade level will have multiple opportunities to play with different children in different groups at different types. This will be the hands on portion of our Walk to Math (leveled according to need). The idea is that students leave the fourth grade fluent in "Real World Math". They can figure prices, taxes, tips and percents, sale prices, make informed consumer decisions about price and quantity, etc. The students will have a food drive to have things to play with and then will donate them back out to our students and community. These students will also take part in extreme couponing projects to help supply things like school supplies and anything else that can be bought using a math strategy for a lower price. Students will have strong computational and mental math skills and will be trained to THINK a problem through and tackle it from multiple angles.

Math Computer Intervention and Enhancement Programs: Success Maker (gives detailed reports on concepts and gives students opportunity for repetitive computation practice, HELP Math (Leveled and Available from any computer that is online and can run Adobe). This will be what students do when they need something to do, for fast finishers, kids who were sick and need to make up a lesson, kids who need a second or third try, a review, a hole in their conceptual thinking patched, etc. We will closely monitor and prescribe and push our programs. Students will be rewarded for their time and effort on these programs receiving prizes, certificates, recognition and invitations to special social gatherings for both their efforts and accomplishments.

Note: Every year, we will have a Family Math Night and it will be held early in the year (Harvest Hubaloo) and each class will sponsor a booth and make up a game for people to play, we will fundraise heavily for this event and offer food, crafts, prizes, bouncy house, dunking booth, etc.

Science 60 minutes (and can be worked in and take part of the extra math time as needed) Students will be given a dose of each facet of science but on a level that is appropriate for elementary students. The students will become fluent in Kitchen Chemistry and will understand the basics of cooking and baking and acids and bases as well as how chemicals are all around us all the time and can be used and manipulated. Students will have a strong sense of the concept of atoms and molecules and how basic chemistry works. 4-H Curriculum could possibly be integrated as seen fit by the teachers. Students will study living things (basic biology) and their own bodies, including anatomy, physiology, healthy living and stress management. The basic concepts of force, energy and motion in the subject of physics will be mastered by the completion of elementary school. Every child will know and be unafraid of the facets of science and will be able to engage in conversations concerning biology, conversation, ecology, chemistry, house cleaning, basic cooking concepts, nutrition, health, physics, engineering, etc.

Note: Every year every student will be expected to do a science project and attend a science fair on Family Science Night. After the science fair, we will hold a school wide science fair including our fifth and sixth graders with prizes given and then we will move our children on to support them in regional and state science fairs, even hosting them and helping to create the events if they don't exist.

English Language Arts (60 minutes) Students in our ELA program will not only be able to read, appreciate, and write fictional stories of all types as done in a traditional curriculum, but they will also be fluent NON FICTION Readers and Expository Writers with strong critical thinking skills. We will use a state approved curriculum like Reading Street but we will supplement with literature Studies with award winning books, Book Clubs and leveled reading groups using Kindles. Our students will be able to write essays that make sense and follow a format that show that they have acquired internet research skills, they know how to find and use and cite reputable references, and they can construct a viable argument. They will be taught Socratic seminar and thinking skills using AVID strategies and will know how to

respectfully take part in discussions and debate individually and in groups. Our students will have a balance between Whole Language and Phonics approaches, having students learn sentence diagramming as they learn the structure of the English written language. Students who are second language will receive opportunities to explore the written language of their mother language in order to strengthen their concept and understanding of the English language. This will also serve to make a connection to their parents and home and show respect for the student's culture. If willing, we will celebrate that student's culture with the help and permission of the parent.

History and Citizenship (60 minutes) World Geography, US Geography, Map Reading, Creation, Responsible Citizens, US History, State History, Holiday History, Important times/landmarks in History, Current Events, Morning Meeting, etc. ELA & History/Citizenship Teachers can be same teacher working in block, or partners sharing the same students and can flex time as needed for projects and lessons, etc.

Both ELA and History Teachers will have access to Janet Allen's Plugged into Reading Books and Materials. Our school will not have a traditional library but we will have the option of checking out books online and reading them on Kindles and Ipads. Teachers will grow their classroom collection of books and will stay abreast of what is being published and winning awards like the Caldecott Medal or Newberry.

Two Sessions of Specials will be given a day to enhance the student's learning experiences and provide an intercultural and interdisciplinary touch. These two sessions though will most importantly allow teachers in a grade level to meet with fidelity in their PLC groups every day for forty minutes and then plan for their lessons either alone or together for forty minutes a day.

Special One (40 minutes) Art, Choir, Band, Drama (True Art Appreciation – Line, Color, Value, Form, Texture, etc. and Music Appreciation, Drama, etc.)

Special Two (40 minutes) – PE, Social Skills Training Classes, Study Hall, Academic Meetings, Health, Community Service Project

30 minutes lunch, two twenty to twenty five minute recesses will be allowed a day as well. Students will be given multiple breaks throughout the day and will be treated as hardworking individuals who need all of their needs attended to in a respectful manner.

McComb Charter STEM Middle School

All Grades 5-8 classrooms will be equipped with a dedicated teacher computer, a document camera, a projector, smart board, four to six Ipads or Kindle Fires depending upon subject area, and a COW{Computer on Wheels (Small Student Laptops)} Math and Science classes will also have set of TI MATH FORWARD calculators. Teachers will also have a set of whiteboards in their classrooms and will refrain from trying to call on just one student at a time but will give everyone a chance to answer every time by using their student whiteboard – "Every child, Every Time" At this age, teachers will rely more and more on the "Flipped Classroom" so that a child's homework assignment is technology based and engaging, easy to access and prepares them for their classroom lesson the next day. Teachers can access Flocabulary if they want to. All teachers will use Edmodo.

Math (120 minutes) Every classroom will have classroom sets of multiple textbooks along with auxiliary curriculum materials. Curriculum used will be HOLT Mathematics Course One through Three, MyHRW (HOLT WEBSITE) McDougal Little: PreAlgebra, Algebra 1 & Geometry. Teachers will use the MyHRW site to give assessments and provide

opportunities for practice by using the programs like the Game Show. Teachers will also have access to three different versions of KUTA Software that will enable them to create high quality, tailored worksheets, assignments, practice assessments and assessments. Each class will also use TI Math Forward calculators and supplemental curriculum. Teachers will create assignments and assessments from their other sources of curriculum and send it to students via the TI Math Forward Calculators and then save it for future use and for sharing in their PLCs, both grade level and vertical. Students will be allowed to take Algebra for high school credit in the 7th grade and Geometry for high school credit in the 8th grade, but all students will be required to take Algebra beginning in the 8th grade at the latest as described in the Common Core standards.

Intervention and Enhancement Programs: HELP Math, My HRW, Khan Academy, Flipped Classroom: Khan Academy, You Tube

Science 60 minutes – A classroom set of textbooks based on a facet of science will be in each classroom depending upon what the teacher teaches. We will access websites, an online encyclopedia, Learn 360 Videos, etc. by using technology in the classroom. We will balance classroom work and research with hands on experiences and student centered investigations. Throughout middle school, the children will receive a more specific targeted dose of the specific subject areas of science, more in depth than in elementary school. For example, fifth graders may take nine weeks of chemistry and nine weeks of physics in the fall followed by nine weeks of earth science and nine weeks of astronomy in the spring, with sixth graders following up with that by taking nine weeks of Geology and nine weeks of Meteorology in the fall followed by nine weeks of Biology and nine weeks of Human Anatomy in the spring. Seventh graders will take Environmental Chemistry and Bio Ecology. Eighth graders will be slotted to go ahead and take the Biology test for graduation in the spring of their Eighth grade year.

In middle school, the science fair will only be mandatory for five and sixth graders. It will be optional for seventh and eighth graders. Seventh and Eighth graders will, however, have a culminating project that would be equivalently as rigorous as a science fair project and will both be judged and presented in the Spring during a culminating family event for the school year. Seventh graders will design and erect a building of some sort for a specific purpose and Eighth graders will design and market a product. Students will be allowed to work in small groups or pairs of two, and with special permission in groups of three. We will call these culminating projects the building challenge, "Engineering Extravaganza" and the product design project, "Product Development Project". These projects will be joint ventures of the math and science team and they will piece out the projects and help the students in a holistic approach. For instance, the math teachers will help the students display their data in the most appropriate format. An English teacher will proofread and help the students write their abstracts.

Community members will be recruited to serve as judges and other schools in the area will be allowed to compete in future years if community excitement and involvement grows to warrant that.

English Language Arts (60 minutes) We will use several curriculums, novels, etc. to meet our learner's needs, teachers and students will have access to books and online materials, Fifth and Sixth graders can use Janet Allen's Plugged into Reading, all learning outcomes will include a culminating synthesis of learning that is high in quality, rigorous, real world and created by the school teachers and PLCs. Rubrics will be an intricate part of these learning projects and assessments. Students will be challenged to leave the eighth grade able to think for themselves on a topic, do research and write a paper, defend their thinking by constructing a viable argument based on evidence cited, functioning with literacy and writing skills that would be equivalent to the basic skills needed by a student to survive in a normal junior college beginning English 101 classroom.

History and Citizenship (60 minutes) American History, World History, Mississippi Government, US Government, Good Citizenship, Local Laws, Local, State and World Politics, Debate, etc.

Two Specials will be offered to students daily and requirements for choosing will be worked out later and will be tailored to meet the needs of a certain grade's class and past behavior, perceived student needs, success, etc. We will tailor our specials as needed and we will create curriculum to bring back this component of social support and awareness along with good health and fluency in the arts.

Special One (40 minutes) Aggression Replacement Therapy, WHY TRY, Love and Logic, Stress Management, Health, First Aid, CPR, Child Development, Psychology Basics, Counseling, Support Groups for students who have identified needs, etc., Academic Counseling, Study Hall, Computer Lab, Etiquette

Special Two (40 minutes) PE, Choir, Drama, Jazz, Band, Art, Spanish

McComb Charter STEM High School

Grades 9-12

Our school will be different from other public high schools in that the kids we have "grown" who come to us from our middle school will be able to meet the basic high school graduate requirements (algebra, biology, us history, English II upon completion of eighth grades and definitely by 9th grade) This enables us to offer them college prep classes and mentor them all the way up to challenging classes like statistics, trigonometry, calculus, physics, AP English, etc. and at LEAST to Algebra II in cases where children lose interest or just stall out. No matter what the child wants to be when they grow up, getting the basic high school requirements and applicable testing out of the way will enable them to focus more on tailoring their education to what their ambitions are. We will set up classes where students job shadow for a nine week period, volunteer in the community and submit a community service project, take at least two years of a foreign language and possibly gain college credit through AP classes. We would like to build a partnership with the local community college in our area and offer kids a college head start in the future once our students are grown to meet that opportunity.

The school starting out though will have to combat the community issues that are rampant – students who are significantly behind, teachers who feel broken, students who are used to being treated in an "institutionalized" manner. A culture that looks at the standards as the culminating goal, not a beginning and does not believe that children in poverty have much of a chance at success unless you teach them every single little thing a person believes "they missed" are our biggest obstacles. Changing the mindset of our community on the outside and creating the right community on the inside of the school will be key in growing students up and making a real change in the way high school is executed in this community.

For the time being when we first began, we will not accept 11th and 12th grade students. We will only start out with 9th and 10th grade students and we will grow our first graduating class. We will hire teachers who will be a part of this plan and will understand that what they teach the first year will not be the same as the rigor they will teach our third year of students in the future or the fifth year, etc. Our first crop of students will have to be committed to going to summer school, taking online classes, doing remediation programs like HELP Math, staying for structured after school classes, etc. This will be true not just for our 9th and 10th graders but also our middle schoolers. With the right support and an optimal environment, this can be done and a real difference in the lives of the children of McComb can happen beyond a shadow of a doubt regardless of socioeconomic level or race.

Enrollment Projections

The number of students in a classroom will be specific to state accreditation standards and feasibility for instruction. Using an average number of 25 students in a class, McComb Charter STEM School plans to enroll students starting with grade 10 and moving down to grade 5 for its first year. If the opportunity presents itself and enrollment numbers are present, some lower grades can be added for grades 4 and 3, respectively. A grade level will be considered feasible for proceeding to staffing and acquiring a location for a classroom once two classes (50 children) at least have been enrolled. After 50 students, we will continue to enroll students and we will create a new class for every 20 students that enroll reaching a maximum of 25 before creating another class. Once a child has attended McComb Charter STEM School for a year, they are guaranteed a seat for the next year. If by chance, we cannot offer seats to all of the students enrolled at a grade level, we will institute the lottery process. If we have empty seats in a grade level that need to be filled, we may institute the lottery system in that case too. Our numbers show a maximum of 100 students in a grade level but as enrollment and interest in the school grows, we may have stronger numbers or we may have a clear indication of what we can expect and handle so that we can re-strategize and plan effectively.

Possible Student Enrollment Numbers

Grade	2014-2015	2015-2016	2016-2017	2017-2018
K			50-100	50-100
1			50-100	50-100
2			50-100	50-100
3		50-100	50-100	50-100
4		50-100	50-100	50-100
5	50-100	50-100	50-100	50-100
6	50-100	50-100	50-100	50-100
7	50-100	50-100	50-100	50-100
8	50-100	50-100	50-100	50-100
9	50-100	50-100	50-100	50-100
10	50 maximum	50-100	50-100	50-100
11		50	50-100	50-100
12			50	50-100

About the School Leader and Founding Board

McComb Charter STEM School is a true grassroots effort led by McComb native, Jerrie Lynn Manley. Miss Manley is a 1993 graduate of McComb High School and after almost thirteen years of living out west in Washington State working on the cutting edge of education and school improvement serving bilingual students from various walks of life, Miss Manley decided to move back home to McComb in order to provide a simpler, small town life for herself and her four children. After a brief employment and disheartening experience as both a teacher and a parent in the failing school district of McComb, she realized that her opportunity to make a change was through the creation of a charter school. For Miss Manley, this is just not an opportunity, it is a calling.

Through word of mouth starting in early January, Miss Manley made connections all over the community gaining support for her idea to start a charter school with a STEM focus. Parents of students, both black and white, who have children who attend both public and private school in the area, have expressed interest to become a part of the founding board. Meetings to bring a founding board together are being planned as more people are getting the pieces of information that they need and schedules for meetings are being worked out. Retired educators and various professionals within the community have offered support and Miss Manley has even met with Mayor Rawlings to gain support and awareness for the school's creation. What Miss Manley has found is that people need and want information about charter schools in general and how they will operate in Mississippi. People want and need more information on what a STEM school is and there are misconceptions that also have to be combatted, like no Art or Drama is taught at a STEM school or it is only for "really smart kids". In order to measure and gain public support and provide education about charter school and the vision of McComb Charter STEM School, Miss Manley started a Facebook page entitled, "Supporters of McComb Charter STEM School" and within one week, the page had been visited by almost 600 different people and had received 82 "likes" i.e. followers. This revealed a whole system of silent supporters too who were afraid or cautious for one reason or another to voice public support (either they currently attend Parklane or an employee of the McComb School District) but sent messages and made phone calls voicing their support. It seems that everyone in McComb, regardless of race or social standing, can agree that a second public school option can only be a positive for the community and is willing to support us.

The School Leader, Miss Manley

A Track Record of Success and Experience in School Improvement

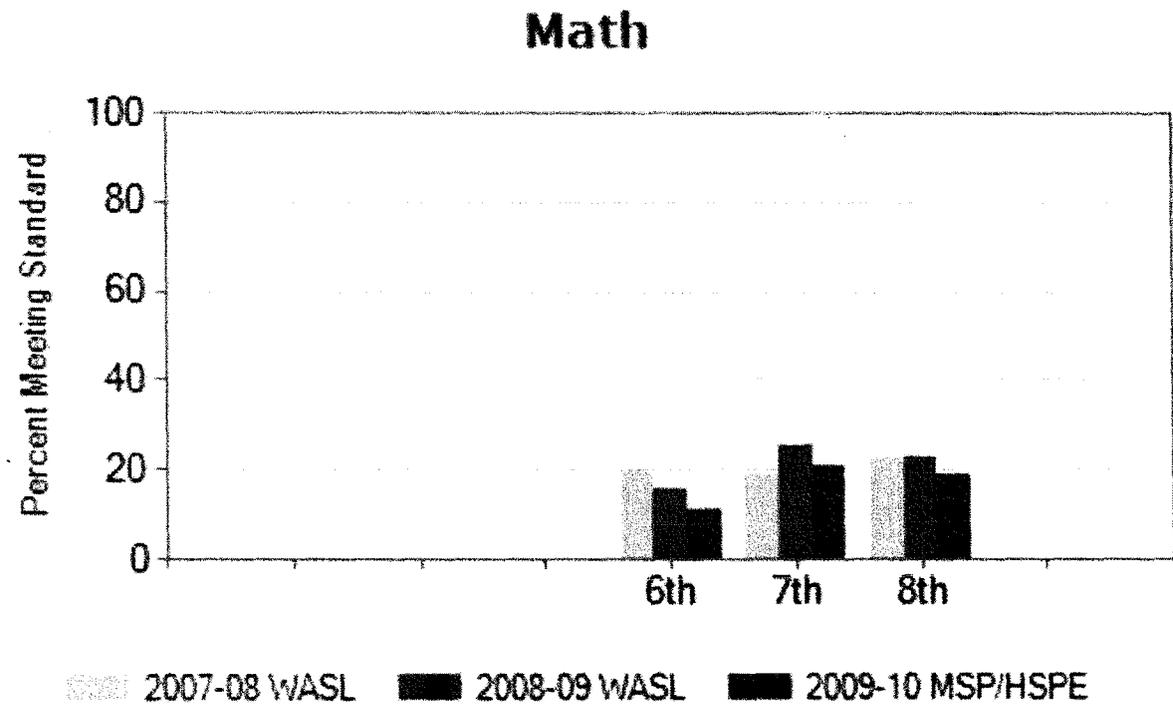
When I was attending school at Washington State University, I was working to become a highly qualified teacher after the passage of the No Child Left Behind Act. Through my experiences in the university's program, I came to fall in love with the large, underserved population of bilingual learners in Eastern Washington, mostly whom are Hispanic. I am proud to say that not only did I learn to speak Spanish and teach the hardest students using the best research based strategies, I also survived a federal school turnaround after taking a job in one of the lowest schools in the United States (bottom 5%) and then worked with our school team that came about as a result to the fruition of a positive school improvement outcome that is still sustaining itself. Our school went from struggling to send 8th graders to high school who could compute with fractions to having half of our 7th grade class take Algebra for high school credit in a three year time period.

After years of struggling to teach the kids no one else wanted to teach and doing it with virtually nothing to teach them with and little support, I got to see a positive side of school improvement worth embracing – the opportunity to make sustainable changes through a positive and supportive school culture that included everyone from the superintendent down to the janitor. Thankfully, the district I worked for was brave enough to make drastic changes and through those changes and through embracing school improvement, we truly made a huge difference in the lives of our students and their families. After school turnaround, I became our grade level PLC leader and from there my support as a leader grew until I became our school's Math Instructional Coach and Bilingual Intervention Specialist. My focus was on supporting teachers and students in the classroom and representing our school and district as needed. I have many proud moments from my days in the Pasco School District but one of my proudest and most profound was representing our school district in the writing of state assessments and the institution of a benchmark assessment system throughout the state. Real change in schools are never successful using a top down approach, I firmly believe we can only be successful when we are all bought into the idea and working together towards a common goal. We are truly only as strong as our weakest link and we are only irreplaceable when we can all do each other's jobs, even mine, in a pinch. I was very proud to be a part of something so successful and I hope to bring that culture of success to McComb Charter STEM School.

The following tables show our growth over time and are excerpted straight from Washington State's OSPI's website and school report cards on the following pages.

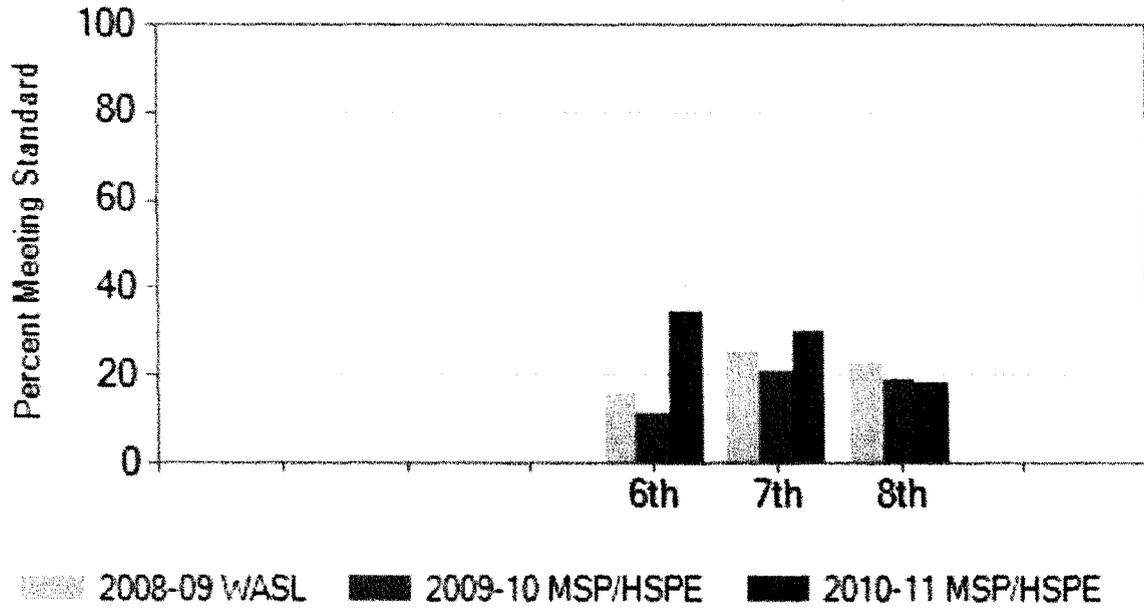
Background: Stevens Middle School in Pasco Washington has about 875 to 950 students and serves a population that has a free and reduced lunch rate of about 90%. About 90% of the students speak another language besides English at home and about half of those children are still considered Transitional Bilingual learners, having not exited out of language services and support.

Math Scores for 2009-2010 (Year of School Turnaround)



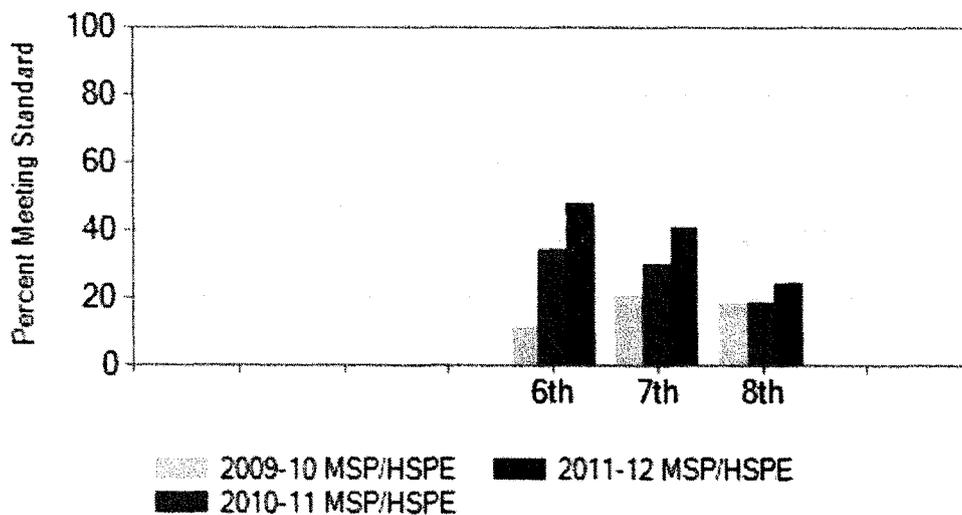
Math Scores for 2010-2011

Math



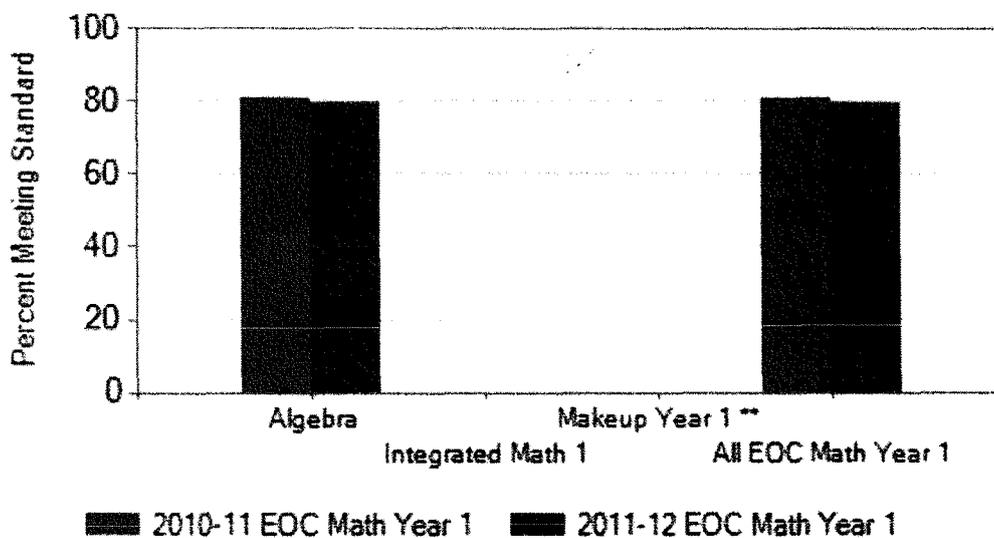
Math Scores for 2011-2012

Math

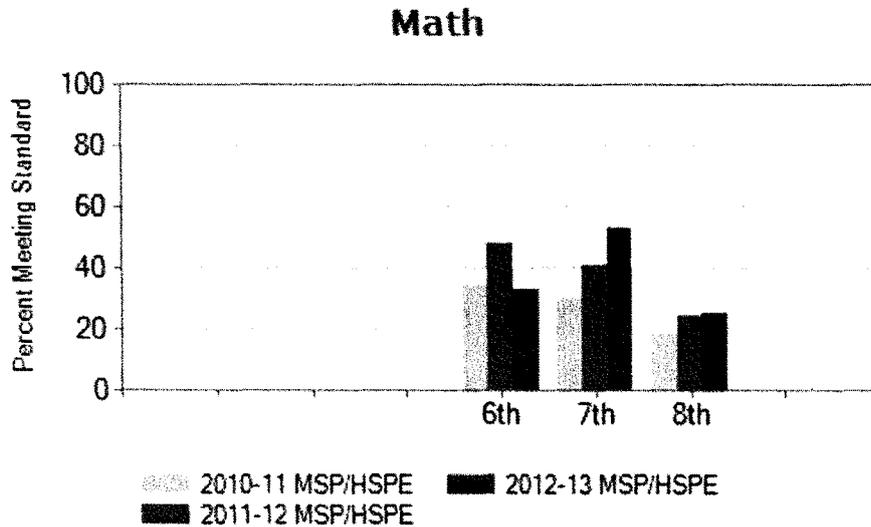


**In 2011-2012, Algebra for High School Credit
was taught to selected 8th graders:**

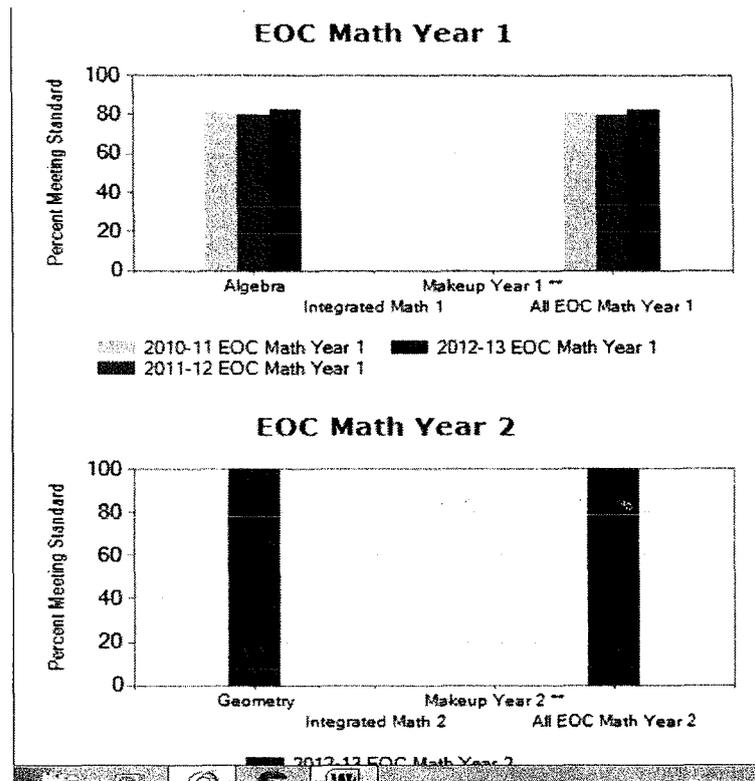
EOC Math Year 1



Math Scores for 2012-2013



In 2012-2013, Not Only was Algebra taught to select 8th graders, but four classes of 7th graders and two classes of selected 8th graders were selected to also take Geometry for high school credit with great success:





Jerrie L. Manley



Curriculum Vitae



Mailing Address: 1416 Wren Ave ♦ McComb, MS 39648

Email Address: jerrielmanley@gmail.com ♦ Phone: (509) 948-6088

Graduate of McComb High School – Class of 1993

“Every Child, Every Time”

Education, Academic Honors, and Professional Certifications

Bachelors of Education

Minor: Elementary Education/Reading

Washington State University

2710 University Drive

Richland, Washington 99354

Associates of Arts & Sciences

Columbia Basin College

Phi Theta Kappa

2600 North 20th Avenue

Pasco, Washington 99301

Praxis Tests & Scores

Elementary Education: Content Area Knowledge (0014) – Score: 185

Received ETS Recognition of Excellence

Scored in Top 15% of all test takers who took this assessment in previous years

Middle School Science – Score: 148

Middle School Math – Score: 169

State Teaching Licenses Held:

Washington – Grades K-8 (All Subject Areas)

Mississippi – Grades K-6 (Elementary Education, All Subject Areas)

Grades 7-8 (Math)

Grades 7-8 (Science)



Work Experience

Pasco School District - Pasco, Washington

Stevens Middle School ♦ 1120 N 22nd Ave ♦ Pasco, WA 99301

Sixth Grade Math & Science Teacher - 2008 – 2011

Math Instructional Coach & Bilingual Intervention Specialist – 2011-2013

Building Level Accomplishments: TechReach/MESA Girls Club Facilitator, Yearbook Advisor, PLC Leader & Facilitator, School Improvement Team Member, School Improvement Mathematics Team Leader, Family Math Night Chairperson, Action Team Partnership Committee Member (Community Outreach), Pasco Association of Educators Union Building Representative, Science Fair Facilitator, Mathematics Intervention Curriculum Writer, Mathematics Curriculum Pilot Participant, Learning Walk Data Collector & Facilitator, Common Assessment Writer, New Teacher Mentor, HELP Math Online Intervention Program Administrator & Trainer, Early Start Summer School Mathematics Instructional Leader, Positive Student Behavior Campaign Coordinator

District Level Accomplishments: Essential Piece Mentorship Program (Participant & Mentor), District Representative for OSPI State Mathematics Item Writing Committee, District Mathematics Intervention Team, WIIN School Mathematics Improvement Team Member, Building Representative & Trainer, Mathematics Curriculum and Alignment Team (MCAT), District Curriculum Review & Adoption Committee, Mathematics Common Core Transition Team, Bilingual Mini-Conference Presenter, Special Education Algebra Readiness Curriculum & Instruction Team

Washington State University – Summer Science Camp

Instructor, Lead Instructor & Staff Trainer 2008 – 2011

WSU provided a summer program to the local community for about 500 elementary school age children (K-5) whose parents were interested in paying tuition to access a top notch, all day, fun science enrichment program delivered by highly trained certified instructors. Camps were themed and lasted one week and alternated throughout the summer. Four learning experiences were provided daily. Friday was Big Event Day where parents attend a final event where those weeks learning accomplishments are celebrated. Examples of camps are Space and Rocketry, Physics in Motion, Science Detectives, Robot Factory and Go Wild Animals.

Other Professional Experiences (Greater than five years past)

Wahluke School District (Mattawa, WA) & Tri-Cities Preparatory School (Pasco, WA)



Professional Development Accomplishments

- Common Core Mathematics Standards & Smarter Balanced Assessments
- COMP Program (Classroom Organization & Management Program)
- Love and Logic for Teachers
- STAR Protocol for Lesson Planning
- TeachScape Learning Walk Tool
- Holt Mathematics – Courses 1-3
- Brian Tickle – Origo Mathematics Founder (Australia), Classroom Discourse Expert
- Debbie Miller – Early Childhood Reading & Writing Expert
- Robert (Bob) Marzano – Bilingual Education Expert
- Bill Daggett – Rigor and Relevance Frameworks
- Special Education Compliance & Issues, Instruction & Accommodations
- GLAD – Guided Language Acquisition Design (Academic Language Acquisition Strategies)
- SIOP – Sheltered Instruction Observation Protocol (Academic Language Acquisition Strategies)
- Dinah Zike Vocabulary Foldables & Notebooking Strategies
- DIBELS – Dynamic Indicators of Basic Early Literacy Skills
- TI Math Forward – Texas Instruments Graphing Calculators
- American Heart Association – Heartsaver First Aid, CPR & AED for Infant, Child & Adults
- MEC – Math Education Collaborative with Washington State University, Menus in the Classroom
- FOSS Science Kits – Carolina Biological Laboratories
- MAPS (Measures of Academic Progress), Supera, WELPA (Washington English Language Proficiency) MSP (Measures of Student Progress) Testing Administration & Protocol

Parent/Community Volunteer Work

- Marcus Whitman Elementary School – PTA President, PTA Room Parent Coordinator, Spring Carnival Chairperson, Harvest Hubaloo Chairperson, Bilingual Reading Group for Spanish Speakers
- YMCA Youth Athletics - T-Ball Coach, Team Parent Coordinator
- Cathedral of Joy - Vacation Bible School Teacher, Nursery Volunteer
- Washington State University - Future Teacher/Education Student Events, Guest Speaker, Mock Interviewer
- Three Rivers HomeLink School – Math Tutor

Letters of Recommendation & Verifications Provided Upon Request