East Tallahatchie School District

Dropout Prevention- Restructuring Plan 2021-2022

Johnnie Vick, Superintendent

East Tallahatchie School District

411 East Chestnut Street

Charleston, MS 38921

(662) 647-5524

Board Approved July 13, 2021

TABLE OF CONTENTS

Statement of Purpose

The East Tallahatchie School District is committed to increasing the graduation rate and decreasing the dropout rate through activities and initiatives that motivate students to become successful career and college ready graduates. The district will provide experiences that build character, self-determination and motivation to succeed, and develop skills to compete globally. The ultimate success of the district plan to individual school plans depend on a systemic approach that promote academic achievement, reduce the dropout rate and share a common expectation that all students will graduate college and career ready. Plans will be based on the six design principles in the Mississippi College and Career Readiness (CCR) Design Principles. The CCR Design Principles are structures around the following strategies: Ready for College and Career, Power Teaching and Learning, Personalization, Redesign Professionalism, and Leadership. Additional the district plan will address the following: the early and continued identification of students at risk of not graduating; providing at-risk students with services designed to keep them in school; identifying and encouraging youth who have left school without graduating to re-enter and graduate; implementing other comprehensive approaches; and implementing transition programs that help students successfully transition from middle school to high school.

Three-Year District Dropout Prevention Goals (2021-2024)

1. To increase the graduation rate for cohort classes to 95% or higher by the end of 2021-2022 school year.

2. Reduce the dropout rate by 5% or more each year beginning with the 2021-2022 school year until the dropout rate is less than 5 percent.

3. Increase the average daily attendance rate for school sites and district to 95% by reducing the district truancy rate each year.

4. Use the Positive Behavioral Interventions and Supports (PBIS) to create a positive school culture and climate.

5. Expand and strengthen partnerships with family, school, and community.

6. Distribute information regarding the effects of specific innovations and policies on dropout prevention.

On behalf of the **East Tallahatchie School District,** I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the Mississippi Department of Education. The district level plan addresses reducing the retention rates in grades kindergarten, first and second; targeting subgroups that need additional assistance to meet graduation requirements developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school; and addressing how students will transition to the home school district from the juvenile detention centers.

Charleston High School has a graduation rate below 95% and a graduation restructuring plan will be developed. This will be an annual plan for continuous improvement toward the goal of all students graduating college and career ready and will describe improvement actions, timelines, resources, measures for success and monitoring process. This plan will be based on the six design principles in the Mississippi College and Career Readiness (CCR) Design Principles. The CCR Design Principles are structures around the following strategies: Ready for College and Career, Power Teaching and Learning, Personalization, Redesign Professionalism, and Leadership.

I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduation rate, reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Mississippi College and Career Readiness (CCR) six design principles to promote a reduction in the dropout rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.
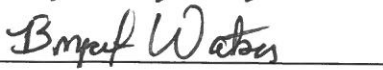
Dropout Prevention Team Leaders
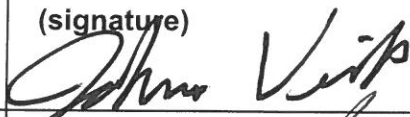
Dropout Prevention Coordinator
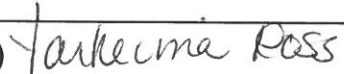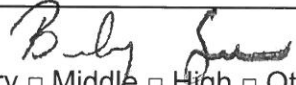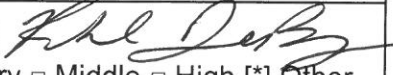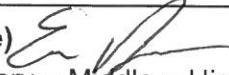
District Superintendent: Johnnie Vick

School Board President: Mr. Bryant Watson

District Cover Sheet

School District: East Tallahatchie School District	
Superintendent: Johnnie Vick	(signature)
Principal: Eric Rice School Name: Charleston High School	(signature) □ Elementary □ Middle [*] High □ Other
Principal: Yarkeima Doss School Name: Charleston Middle School	(signature) □ Elementary [*] Middle □ High □ Other
Principal: Bridney Jones School Name: Charleston Elementary School	(signature) [*] Elementary □ Middle □ High □ Other
Director: Rasheed DeBerry School Name: Charleston Career and Technical Center	(signature) □ Elementary □ Middle □ High [*] Other
Director: Eric Rice School Name: Charleston Alternative School	(signature) □ Elementary □ Middle □ High [*] Other

2019-2020 data is currently available can be accessed on the

Mississippi Department of Education website and East

Tallahatchie School District website.

The Class of 2020 cohort gradation is 91.4%

Dropout Rate is 7.1%

Area of District Responsibility: Reducing the retention rates in kindergarten, first and second grades

Procedures for Implementation	Responsible	Deadline	Resources/Professional Development Needed
What task will be done? How often will it take place? How will progress monitor? How will measure outcomes? What evidence will support task?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*
Early intervention Use K-2 state/district assessments to identify students who are deficient in readiness skills to improve reading literacy. Provide academic support, enrichment that helps to reengage the students and improve academic performance.	Principal Interventionist Specialists Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development	July 2021 – June 2022	State and District Assessments, including but not limited to Case 21, STAR and STAR Literacy and Math Assessments, DIEBELS, MKAS, Kindergarten Readiness.
Administrators trained as Literacy and Math Intervention Specialists These assistant principals who have previous experience as intervention and instructional specialists will work with identified students utilizing specific strategies to increase student achievement and create a documented pathway for the student to achieve grade level expectations. They will work with individuals or small groups of students, either within the regular classroom or in "pulled out" sessions.	Principal Interventionist Specialists Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development	September 2021 August 2021 – June 2022 (on-going)	District Funding Federal Funding
Trained instructional aides Work with students in small groups on specific skills within or outside classrooms.	Assistant Teachers Teachers/ Instructional Staff Principal Interventionist Specialists Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development	August 2021 – June 2022 (on-going)	Professional Development on intervention and strategies

Parent awareness/involvement Ensure parents remain an integral part of their student's progress, Use of variety of strategies to communicate with the parents, Offer reading and math strategies workshops sessions for parents	Parent Liaison Federal Programs Director	August 2021– May 2022	Training materials and personnel
On-going professional development and meetings Provide all staff with intensive training on effective intervention strategies for all students especially for low-achieving students.	Principal Interventionist Specialists Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development Consultants	July 2021 – June 2022 (on-going)	Training materials and personnel
Response to Intervention (RTI) and Teacher Support Team (TST) Provide immediate and specialized supports for students who are in danger of academic failure. *Response to Intervention (RTI)* identifies students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions and adjusts the interventions on student's response. *Teacher Support Team (TST)* implement the Three Tier Instructional Model in accordance with the process developed by the Mississippi Department of Education. The Team consists of a low performing students' classroom teacher plus a committee of teachers and administrators which create and action plan including research based interventions such as small group, additional one on one time, progress monitoring, and review.	Principal Teachers Teacher Support Team RTI/MTSS Coordinator	August 2021 –May 2022 (on-going)	RTI / TST training On-going support from RTI/TST Coordinator Established relationships with parents of tiered students
Active relationship with the attendance officer and the youth court Increase student attendance and decrease unnecessary absenteeism	Tallahatchie County Attendance Officers Secretary MSIS Clerk	August 2021 –May 2022 (on-going)	

Area of District Responsibility: Targeting subgroups that need additional assistance to meet graduation requirements.

Procedures for Implementation	Responsible	Deadline	Resources/Professional Development Needed
What task will be done? How often will it take place? How will progress monitor? How will measure outcomes? What evidence will support task?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*
Data tracking system Regular review and diagnosis of the number of students identified within the target subgroups that need early intervention. Maintains comprehensive database including data on student absences, disciplinary infractions, grade retention and low academic achievement.	**School MSIS Clerk** **District MSIS Coordinator**	**August 2021 –May 2022** **(on-going)**	**SAMS Spectra MSIS**
Attendance rate Address the top five percent of students who have the highest number of unexcused absences, tardiness, or checkouts from school. Create a culture that promotes attending every day matters Students with two or more unexcused absences in a month will require meeting with an adult member of attendance team (clerk, teacher, counselor, administrator, or parent) to investigate the problem and find solutions.	**School MSIS Clerk** **District MSIS Coordinator** **School Attendance Officer** **Counselor** **Building Administrator**	**August 2021 –May 2022** **(on-going)**	
Disciplinary referrals/ Positive Behavioral Interventions and Supports (PBIS)	**Teachers** **School PBIS team**	**August 2021 –May 2022** **(on-going)**	**PBIS training and resources**

Address ways to improve students' behavior and social skills by using curriculum based strategies that strengthen problem-solving and decision-making skills. Establish attainable academic and behavioral goals and have recognition of positive accomplishments. *Positive Behavioral Interventions and Supports (PBIS)* addresses classroom management and disciplinary issues that could negatively impact the teaching and learning environment by focusing on the positive. Continue with community partnerships to address and support external factors affecting social and behavioral interactions.	**Building Administrators**		
Test scores Identify students scoring minimum and basic on assessments. Ensure teachers provide individual or small group support in test-taking skills, study skills, or targeted subject areas such as English Language Arts or Math. Offer extra study time and remediation opportunities for growth through extended learning time to increase test scores.	Teachers Counselors Interventionist Specialists Principal/ Building Administrators	July 2021 – June 2022 (on-going)	
Course grade failure Address the students who have failed or at risk of failing course(s). Provide relevant instruction to better engage students in learning and provide the skills needed for students to graduate college and career ready.	Teachers Counselors Interventionist Specialists Principal/ BuildingAdministrators Elementary Curriculum Coordinator Director of Curriculum, Testing and Professional Development	Midterm and End of Nine-weeks	

Every student has a teacher/advisor Ensures students are moving toward graduation. Assign mentors to meet with the student face-to-face, check in on a regular basis to keep students	Counselors Interventionist Specialists Principal/ Building Administrators	August 2021 –May 2022 (on-going)	

motivated, to provide social-emotional support and to help break down barriers to success.			
Professional developments Help ensure school staff is provided with the strategies necessary to identify and work with students at risk. The trainings will provide effective communication and tracking skills needed to help the students succeed at planning for life after high school	Interventionist Specialists Principal/ Building Administrators Federal Programs Director	July 2021– June 2022 (on-going)	
Individual counseling sessions with school counselor to help students explore and determine which career path they will choose after graduation and provide sessions on graduation options for completing school with students and parents.	Counselor	August 2021 –May 2022 (on-going)	
Community engagement Support students and their families by enhancing extended learning opportunities through partnerships with community based programs and other agencies provided outside regular school hours. Examples of Learning opportunities are homework assistance, health and fitness programs, leisure activities, and etc.	School and District Personnel Community Partners	July 2021– June 2022 (on-going)	

DISTRICT LEVEL PLAN – East Tallahatchie School District

Area of District Responsibility: Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).

Procedures for Implementation	Responsible	Deadline	Resources/Professional Development Needed
What task will be done? How often will it take place? How will progress monitor? How will you measure outcomes? What evidence will support task?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*
Ongoing analysis of district data Find out why students dropped out and how to better meet their needs.	Attendance Clerk East Tallahatchie Attendance Officers Counselors	July 2021– June 2022 (on-going)	
Re-enrollment opportunities/programs Stress free re-entry process that leads to a diploma for students who have dropped out. Help students recover credits toward graduation or obtain a GED credential. Afternoon/evening online classes that are located the in schools Media Center or Computer Labs. Recovery sessions/workshops throughout the community to help motivate students to re-enroll into school, meet graduation requirements allowing them to move forward in their career or educational field.	Parent Liaisons Counselors Credit Recovery Personnel Counselors Community Partners	July 2021– June 2022 (on-going)	Credit Recovery Program Advertising to inform students of recovery initiative plan
Customized student graduation plans Ensure that plans are tailored to the needs of each student to help optimize the time needed to complete graduation requirements and prepare for college or career advancement.	Counselors Review by building administrator	July 2021– June 2021 (on-going)	
Community outreach Build collaborative partnerships that provide services to help remove the issues that are barriers to student re-enrolling and succeeding in school. Barriers may include childcare, financial problems, transportation issues and address all other barriers the students may encounter	School and District Personnel	July 2021– June 2022 (on-going)	

P-16 Council Work in collaboration on projects to support the vision of the district focusing on parental awareness, student attendance, and dropout prevention.	Teachers Federal Programs Director Parent Liaisons Community Partners	July 2021 – June 2022 (on-going)	
Partner with Community Colleges and Universities in surrounding area. Allow students to participate in programs offering mentoring activities for both middle and high school students to prepare them for state and national test, graduation, careers, and college.	Counselor Community College Representatives	July 2021 June 2022 (on-going)	

Area of District Responsibility: Addressing how students will transition to the home school district from the juvenile detention centers

Parental/Guardian and student meeting Representatives such as the Principal, Counselor, School Attendance officer and other designated staff setup a transitional support meeting upon the return of the student to the home school. The meetings should be conducted immediately upon the student's return to their home school and aimed to develop strategies that help provide the student with an effective transition resulting in an individualized transition plan. The student's plan will be kept on file in the Counselor's office and copies of the plans shall be provided to the student or parents/guardian.	Parent Student Counselor School Attendance Officer Principal/ Building Level Administrator	August 2021 – June 2022 (on-going)	*Individualized student transition Plan*. The goal of the plan is to provide a foundation and path of knowledge that will assist the teacher and guide the student to achieve their individual academic and career goals.
Individual counseling follow-up sessions School counselor will meet to discuss the student's academic options and ways to incorporate their classwork into the student's curriculum. The sessions should also address behavioral and social needs of the students that promote a smooth transition back to their home school. The juvenile detention center is responsible for reporting to the home school all students' records. Counselor will review and verify the student attendance records in SAM Spectra match the documentation reported from the detention center. Advise Attendance Clerk of any required adjustments. Also, the counselor shall update the student Individual Transition Plan during each follow up sessions	Counselor Teachers Intervention Specialist	August 2021 – June 2022 (on-going)	

Indicator *Design Principle; Indicator*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		
College Ready Skills 1.3	**Developmental Stage**		**Beginning:** A curriculum integrating but not limited to self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring and time management (college ready skills) exists.		
Action Steps	**Responsible**	**Deadline**	**Resources/Professional Development Needed**	**Potential Barriers**	**Date Achieved**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Meet with school level and district level curriculum coordinators to review existing curriculum	Principal CTE Director District Counselor	June 2022	Human Capacity College and Career Ready Standard (MS) District Standards	N/A	
Present to Superintendent and School Board for adoption of new curriculum	Principal	July 2022	People – Consent of Superintendent and School Board Members	Board Adoption	

Indicator *Design Principle; Indicator*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		
College Going Culture 1.9	**Beginning:** Some students take the ACT/SAT at some point**.**		**Growing Innovations:** Students are given multiple opportunities to prepare for and participate in the PSAT/SAT or ASPIRE/ACT		
Action Steps	**Responsible**	**Deadline**	**Resources/Professional Development Needed**	**Potential Barriers**	**Date Achieved**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Acquire ACT introductory testing EXPLORE and PLAN materials	Principal Federal Programs Director	July 2022	Professional Development on Test Administration		
Offer ACT Prep course offering within school day and after-school.	Principal Counselor Federal Programs Director	July 2022	Materials for Class On-line program in addition to human monitor.	Funding	

	District Business Manager				
Every junior will participate in ACT testing	Principal Counselor	March 2022	Testing Plan and Space		

Charleston High School
Graduation Restructuring Plan
Design Principle 2: Require Powerful Teaching and Learning

Indicator *Design Principle; Indicator*	**Current Status on Continuum** *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	**GOAL: Next Status Level on Continuum** *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
Curriculum 2.2	**Beginning:** Content is course-specific.	**Early Steps:** Teacher relate the content from other courses to connect learning for students and incorporate literacy and problem solving instruction within each content area or discipline.

Action Steps	**Responsible**	**Deadline**	**Resources/Professional Development Needed**	**Potential Barriers**	**Date Achieved**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Build grade level and departmental meeting into Master Schedule to hold Professional Learning Communities (PLC) meetings.	Principal Counselor School Curriculum Coordinator Department Chairs Grade Level Chairs	July – Sept 2022	Flexible schedule Time before/after school to allow time for teachers to meet.	Time Funding	
Provide training on how to incorporate literacy across the curriculum.	Interventionist Specialists Principal/ Building Administrators Director of Curriculum, Testing and Professional Development	August 2021 –May 2022 (on-going)	Funding Trainers/Consultants		
Build literacy across the curriculum into daily lesson plans	Principal School Curriculum Coordinator Individual Teachers Department Chairs Grade Level Chairs	August 2021 –May 2022 (on-going)			
Classroom observations and focus walks for implementation monitoring.	Principal School Administrators				

Indicator *Design Principle; Indicator*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		
Instruction 2.9	**Early Steps:** All teachers adopt a common instructional framework to make instruction more engaging for all students and to ensure a coherent and consistent student learning experience.		**Growing Innovations:** Teachers facilitate students' reading, writing, thinking and talking daily to develop a deep understanding of core academic concepts. All teachers actively engage students in the learning process.		
Action Steps	**Responsible**	**Deadline**	**Resources/Professional Development Needed**	**Potential Barriers**	**Date Achieved**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
All teachers actively engage students in the learning process.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2021 –May 2022 (on-going)			
Teachers will be required to use the standard lesson line including the use of strategies, such as effective questioning, relevant activities, and authentic projects.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2021 –May 2022 (on-going)			

Charleston High School
Graduation Restructuring Plan
Design Principle 3: Personalization

Indicator *Design Principle; Indicator*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
Adult/Student Relationships Instruction 3.8	**Beginning:** Every student has a teacher-advisor.		**New Paradigms:** Teacher-advisors meet with assigned students at least once a week to review their progress and provide academic and affective supports as needed. Teacher-advisors are looped to advance with students as they advance through high school and review students' personal education plans in order to ensure successful completion.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Develop teacher advisory teams by grade level.	Principal School Administrators Counselors	March 2022	Rosters to match teachers with grade level they currently teacher for homeroom/advisory assignments	N/A	
Provide Professional Development Training on guidance, personal learning plans, youth development, and supporting mechanisms for emotional, social, and academic needs.	Principal School Administrators Counselors District Curriculum Coordinator Federal Programs Director	June 2022	Professional Development		
Adjust Master Schedule to incorporate advisor/advisee period	Principal District MSIS/SAMS Technology Coordinator	May 2022			
Divide and assign students to advisors by grade level	Principal School Administrators Counselors	July 2021 August 2021– May 2022 (on-going)			

Establish protocol where students retain same advisor throughout high school career to track progress towards high school completion.	Principal	August 2021 –May 2022 (on-going)		Teachers not developing advisory relationship with students Lack of focus on individualized learning plans	

Charleston High School
Graduation Restructuring Plan
Design Principle 4: Redefine Professionalism

Indicator *Design Principle; Indicator*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		
Collaborative Work Orientation 4.2	**Growing Innovations:** Staff meetings and/or common planning opportunities model inquiry among adults.		**New Paradigms:** Staff is engaged in inquiry around their practice through sharing their work, student work, and professional dilemmas for feedback and support.		
Action Steps	**Responsible**	**Deadline**	**Resources/Professional Development Needed**	**Potential Barriers**	**Date Achieved**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
All teachers meet in teams (vertical and horizontal) with clear expectations and time for planning.	Principal Curriculum Specialist Department Chairs	August 2021 –May 2022 (on-going)			
The principal will a climate where teachers will meet once a week to discuss data by subject areas and once a week to discuss data by grade level (vertical and horizontal alignment).		August 2021 –May 2022 (on-going)	Data sheets for weekly documentation		
There will be a documentation sheet created that will be different for department meetings and subject area meetings.		August 2021 –May 2022 (on-going)			

Charleston High School

Graduation Restructuring Plan

Design Principle 4: Redefine Professionalism

Indicator *Design Principle; Indicator*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		
Sustainability 4.12	**Growing Innovations:** Schools secure resources and professional development experiences aligned with the school's mission and vision and Design Principles.		**New Paradigms:** Schools have a systematic, internal process for the on-boarding and development of new staff and cross-training, capacity building, and continued acculturation of existing staff aligned with Design Principles.		
Action Steps	**Responsible**	**Deadline**	**Resources/Professional Development Needed**	**Potential Barriers**	**Date Achieved**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
East Tallahatchie School District and Charleston High School will provide induction programs for new teachers and administrators	East Tallahatchie School District Administrators Principal School Leadership Team	August 2021 –May 2022 (on-going)			
East Tallahatchie School District and Charleston High School will implement a written plan of support for new teachers and administrators that include professional development and on-going monitoring to support the distinct needs of new staff.	East Tallahatchie School District Administrators Principal School Leadership Team Federal Programs Director	August 2021–May 2022 (on-going)			
East Tallahatchie School District and Charleston High School will identify and support staff that are struggling or remove staff who fails to improve their professional practice.	East Tallahatchie School District Administrators Principal School Leadership Team	August 2021 –May 2022 (on-going)			
East Tallahatchie School District and Charleston High School will develop and implement targeted improvement plans for teachers who are struggling during the first semester.	East TallahatchieSchool District Administrators Principal School Leadership Team	August 2021 –May 2022 (on-going)			
East Tallahatchie School District and Charleston	East Tallahatchie School District	August 2021 –May 2022			

High School will provide professional development opportunities to assist with teacher improvement efforts and remove teachers who fail to comply.	Administrators Principal School Leadership Team Federal Programs Director	(on-going)			

Charleston High School

Graduation Restructuring Plan
Design Principle 5: Leadership

Indicator *Design Principle; Indicator*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*		
Change Agent 5.2	**Growing Innovations:** The principal acts as a catalyst to seek new solutions and encourages risk-taking in meeting individual student needs with potentially beneficial outcomes.		**New Paradigms:** Staff assumes ownership for the development of new solutions to meet school and individual student needs.		
Action Steps	**Responsible**	**Deadline**	**Resources/Professional Development Needed**	**Potential Barriers**	**Date Achieved**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
The principal ensures alignment of the school's vision with the implementation of evidence-based strategies to improve student performance and meet the goals of the school's action plan	Principal	July 2021 August 2021 – May 2022 (on-going)			
The principal builds staff capacity by encouraging and modeling a self-reflective culture and providing leadership development opportunities for staff.	Principal	August 2021– May 2022 (on-going)			

Indicator *Design Principle; Indicator*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
Focus on Powerful Teaching and Learning 5.5	**Growing Innovations:** The principal leads discussions about standards-based upon	**New Paradigms:** Staff members assume ownership of problem identification, solution generation, and strategy implementation

	research and best practice.				
Action Steps	**Responsible**	**Deadline**	**Resources/Professional Development Needed**	**Potential Barriers**	**Date Achieved**
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
All teachers establish and maintain a culture of learning to high expectations.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2021– May 2022 (on-going)			
Administrative Team will hold teachers accountable for communicating rigorous, instructional goals and holding students accountable for meeting those goals.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2021– May 2022 (on-going)			
Administrators will require teachers to establish classroom environments conducive to learning.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2021 –May 2022 (on-going)			

Indicator *Design Principle; Indicator*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
Autonomous Governance 6.4	**Early Steps:** The district office has waived required Attendance at some of the district level professional development	**New Paradigms:** The principal and staff have complete autonomy regarding attendance at district level professional development events. They attend and implement all network professional development and work together to identify and provide additional professional development.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
LEA has established a district turnaround office to support Priority implementation.	Director of Curriculum, Professional Development and Testing Federal Programs Director	May 2021 - ongoing			
Written evidence such as agendas and sign in sheets will be provided to support regular meetings backing the priority school implementation.	Director of Curriculum, Professional Development and Testing Federal Programs Director	May 2021 - ongoing			

Indicator *Design Principle; Indicator*	Current Status on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*	GOAL: Next Status Level on Continuum *Beginning, Early Steps, Growing Innovation, or New Paradigms?*
Autonomous Governance 6.5	**Growing Innovations:** The school/program schedule is flexible and responsive to student and staff needs. The principal and staff meet frequently to discuss the school schedule and make revisions as necessary.	**New Paradigms:** The principal and staff meet to review and revise the school schedule as needed to make flexible use of time in the best interest of students and to allow for regular opportunities to learn outside of the classroom.

Action Steps	Responsible	Deadline	Resources/Professional Development Needed	Potential Barriers	Date Achieved
What task will be done? How will progress monitor? How will you measure outcomes?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, resources, etc.)*	*What could get in the way of task completion? How will you overcome them?*	
Charleston High School has already	Teachers Interventionist	August 2021 -May 2022	No further action needed.	No further action needed.	No further action

increased learning time for all students by increasing the length of the school day by 25 minutes.	Specialists Principal/ Building Administrators	(on-going)			needed.
All teachers maximize time available for instruction.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2021 –May 2022 (on-going)	Growth Model/Observation Rubric		
The principal will promote a culture of high teacher expectation that requires all teachers to begin classes on time, establish and follow procedures consistently, manage disruptions and digressions in a consistent manner, and use appropriate pacing to maximize students' time on task.	Teachers Interventionist Specialists Principal/ Building Administrators	August 2021 –May 2022 (on-going)	Administrative Team will monitor teachers through daily informal teacher observations.		
School continuously evaluates the effectiveness of increased learning time Monitor students by cohort groups who are attending additional tutorial sessions. -Monitor the progress of the students attending Saturday school by proficiency levels -Teachers will meet weekly in their department/subject area meetings to discuss student data and to monitor student's progress -Teachers will record weekly test data on data and nine weeks case 21 test data	Teachers Interventionist Specialists Principal/ Building Administrators	August 2021 –May 2022 (on-going)			

APPENDIX

Design Principles

Design Principle 1: Ready for College and Career					
		Beginning	**Early Steps**	**Growing Innovations**	**New Paradigms**
High School Course of Study	1.1	Students are tracked according to past performance into regular and advanced level courses.	All students are given the option to take math and science courses beyond the minimum graduation requirements.	All studentsearn credit for mathematics or science courses beyond the minimum graduation requirements.	Every student graduates with the minimum admissions standards for the MS IHL system. All students earn credit for mathematics and science beyond the minimum requirements including physics.
	1.2	Students are allotted time to receive academic assistance (i.e. regular scheduled meeting with staff member, tutorials).	During and after school support is scheduled on an individual basis, determined by student performance and data.	Schools implement the academic supports necessary for every student to succeed and graduate college and career ready	Schools revise high school experience of current students based on data collected from graduates.
College Ready Skills	1.3	A curriculum integrating but not limited to self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring and time management (college ready skills) exists.	College and career ready skills are implemented throughout the curriculum.	Opportunities for students to practice college and career ready skills are provided via exhibitions, and/or presentations to authentic audiences.	Every student regularly and successfully demonstrates college and career ready skills via exhibitions, and/or presentations (including a graduation project) to authentic audiences.
	1.4	Students are aware of college, career and post-secondary opportunities and resources, e.g. study groups, tutoring center, library and office hours.	Some students are prepared to make use of college and career resources.	Every student learns how to make effective and efficient use of college and career resources.	Every student is an advocate for their own learning, seeking opportunities for personal growth and success after graduation.

College Credit	1.5	Students develop a four/five year iCAP before the freshman year.	Students review their four/five year iCAP occasionally with a staff member.	Each student has a well-defined four/five year iCAP that is continually monitored and updated to ensure graduation with a career credential or transferrable college credit.	Every student is accepted into a two or four year institution of higher education with credits earned fully recognized without remediation. Or every student graduates with a career credential. Students' acceptance to college is celebrated.
	1.6	Selected students enroll in some college classes.	Most students enroll in some college classes, selected by interest only.	All students are enrolled in and complete college classes with transferable credit.	All students have the opportunity to graduate high school with both a high school diploma and a two-year degree or career credentials.
College Going Culture	1.7	Students and families are invited to orientation/open house at the home base community college or university.	Students are given the opportunity to participate in optional college visits.	Multiple mandatory visits to two or four year institutions take place throughout the year.	Every student and their family visit multiple colleges and IHL campuses throughout the year.
	1.8	Brochures and literature about financial planning and scholarships are available for students.	Families are invited to presentations about FAFSA, CFNC, scholarships, and the college admissions process.	Families are supported through FAFSA and scholarship application processes on site.	Schools provide support for every student and family for college admissions and financial aid, including scholarship applications.
	1.9	Some students take the ACT/SAT at some point.	Students have access to take the PSAT/SAT or ASPIRE/ACT in sequence and on time.	Students are given multiple opportunities to prepare for and participate in the PSAT/SAT or ASPIRE/ACT.	Every student takes the PSAT/SAT or ASPIRE/ACT in sequence and on time.

	1.10	A list of institutes of higher education is posted in the counselor's office. Displays throughout the school highlight colleges. Students aspire to attend college.	Teachers post information about their college(s) and discuss their college experiences with students. Frequent conversations exist between students and teachers with a focus on attending and graduating college.	Students explore the internet and investigate possible colleges and careers based on their interests. Teachers and students talk daily about setting tangible goals in order to go to college or get a job. Conversations focus on which college to attend or career to plan for, not whether to go to college or work.	Every student completes a formal process through which they are supported by staff in applying to and being accepted at multiple colleges.
	1.11	Students are aware of high growth, sustainable wage career opportunities and qualifications.	Students know or have met a professional in a high growth, sustainable wage field and are aware of the qualifications for a high growth, sustainable wage career.	Students are paired with professionals in high growth, sustainable wage fields in a formal mentoring program or internship and are aware of the qualifications for a high growth, sustainable wage career.	Every student participates in research or field studies alongside professionals in high growth, sustainable wage fields and understands the pathways to high growth, sustainable wage careers.

		Principle 2: Require Powerful Teaching and Learning			
		Beginning	**Early Steps**	**Growing Innovation**	**New Paradigms**
C u r r i c u l u m	2.1	Teachers plan using a variety of resources but without reference to local, state or national standards or without consideration of appropriate pacing.	Teachers teach the Mississippi Curriculum Frameworks at an appropriate pace.	Teachers plan instruction around "big ideas" that are mapped to multiple standards and to 21st century skills (e.g. leadership, ethics, accountability, adaptability, initiative, communication, collaboration, social responsibility, wellness, entrepreneurship).	Students identify problems – in their own lives, in their communities, and in the world – and design projects mapped to state and national standards across disciplines that tackle problems in contemporary society.
	2.2	Content is course-specific.	Teachers relate the content from other courses to connect learning for students and incorporate literacy and problem solving instruction within each content area or discipline.	Teachers relate the content to other disciplines and innovative school theme (if applicable) to deepen understanding and connect learning for students, across each school year as well as from year to year. Teachers further promote global awareness and its relevance to the subjects they teach.	Students synthesize relevant knowledge and skills from their cumulative experience to design and communicate thoughtful solutions to increasingly sophisticated, authentic problems. In themed schools, authentic problems relate to innovative school theme.
	2.3	There are limited learning activities outside of classroom experiences.	Some teacher-directed learning activities enrich classroom curricula for some students.	All students participate in purposeful and varied co-curricular learning opportunities that support college and work readiness and school theme (if applicable).	Students design and lead a wide range of co-curricular learning opportunities that support college and work readiness, service learning and school theme (if applicable).
Instru ction	2.4	Instruction meets the learning needs of some, but not all, students.	Teachers regularly adapt resources and instruction to address learning differences in their students.	Teachers create structures for personalized learning and teach students to make informed choices.	Students create their own learning plans with guidance and support from the teacher.
	2.5	There is limited use of technology for instruction.	Teachers integrate and use technology in their instruction, directing students in collaborating through technology and modeling use of technology in ways similar to the working world.	Teachers know when and how to use technology to support teaching and learning that maximizes students' development of critical-thinking and problem-solving skills. Teachers create virtual communities that engage students in collaboration with members outside of the school and/or beyond the school day. Teachers empower students to be creators/sharers of content.	With technology, students learn content, discern reliability, apply information, think critically, solve problems, and innovate to demonstrate learning. Students help each other use technology in ways similar to work being done in the working world. Students create functional virtual collaborative communities that include members outside of the school and extend beyond the school

					day.
	2.6	There is limited knowledge of a design cycle and its use.	Teachers in multiple content areas encourage students to apply a design cycle.	All teachers have committed to a School-wide design cycle process, and students use the process to tackle problems of contemporary society.	Students have internalized a design approach to thinking and use design processes to tackle problems of contemporary society.
	2.7	Teachers provide limited opportunities for students to work in groups.	Teachers organize student learning teams and teach the importance of cooperation and collaboration.	Teachers organize learning teams deliberately and teach students how to create and manage their own teams.	Students effectively organize and manage their own learning teams.
	2.8	Teacher talk dominates instruction	Teachers communicate effectively with all students. Teachers help students articulate thoughts and ideas clearly and effectively.	Teachers teach students how to communicate effectively with each other and set up classroom practices that require them to do so. Collaboration and discussion among students is pervasive.	Students help each other exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze, and solve problems. Students clarify ideas and other students' work during whole-class and small group discussions. Students ask each other to justify their thinking.
	2.9	There is limited use of student engagement strategies.	All teachers adopt a common instructional framework to make instruction more engaging for all students and to ensure a coherent and consistent student learning experience.	Teachers facilitate students' reading, writing, thinking and talking daily to develop a deep understanding of core academic concepts.	Students are reading, writing, thinking and talking in every classroom every day, without explicit teacher direction, to advance collective and individual understanding of core skills and concepts.
Assessment	2.10	Teachers post learning objectives.	Teachers communicate learning outcomes and the criteria for success and assess progress daily.	Teachers routinely share rubrics with students that clearly communicate meaningful learning outcomes and criteria for success. Teachers monitor progress throughout each lesson.	Students participate in the development of the criteria for successful demonstration of meaningful learning outcomes.

2.11	Teachers' use of a narrow range of assessment strategies limits their understanding of students' knowledge and skills.	Teachers employ varied assessment strategies that elicit student thinking related to learning outcomes. Teachers have a more complete understanding of students' knowledge and skills.	In addition to a wide range of teacher-designed assessment strategies, teachers use protocols for peer- and self-assessment aligned to learning outcomes and criteria. Teachers have a comprehensive understanding of students' knowledge and skills.	Students exercise choice in determining how to demonstrate learning outcomes. Teachers and students share a comprehensive understanding of each student's knowledge and skills.
2.12	Teachers primarily use assessments to assign grades and/or control behavior.	Teachers provide instructional interventions based on data from assessments.	Teachers provide timely, targeted opportunities for students to learn and demonstrate particular outcomes based on data from assessments.	Students monitor their progress on learning outcomes and engage in multiple, varied opportunities to learn and demonstrate outcomes.
2.13	Teachers provide limited feedback to students and/or parents regarding student progress. Feedback is limited to grades and/or assignment completion.	Teachers regularly provide feedback to students and parents regarding progress on specific learning outcomes.	Teachers provide feedback to students and parents that clearly communicate students' strengths and specific guidance for continued development relative to learning outcomes.	Teachers and students have ongoing communication regarding progress toward learning outcomes and next steps. Students regularly report strengths and plans for continued development relative to learning outcomes to parents.

		Beginning	**Early Steps**	**Growing Innovation**	**New Paradigms**
					Design Principle 3: Personalization
Affecti ve (Pers onal/ Socia l) and Acad emic Supp ort	3.1	Some planning for implementation of advisories/seminars exists.	Advisory courses are provided for some grade levels.	Advisory/seminar courses with well-developed curricula exist for every grade level.	There is an advisory or seminar course for every grade level that provides students with affective and academic supports based on students' personal learning plans and other data.
	3.2	There is a plan to develop relationships with the students, staff, and community partners and any higher education partners.	A systemic plan is followed in which each student is assigned to a teacher-advisor. The school counselor also serves as an advisor and assists students with their academic and affective needs.	Advisories, personal learning plans, or other school-wide strategies are used to know students and their academic and affective needs well. In addition, staff members meet regularly during scheduled times to discuss students' academic and affective needs.	A schedule is in place in which school staff and college staff from any higher education partners meet regularly to discuss students' progress. Data is used to identify and implement the necessary supports for students.
	3.3	Some online courses are available for students.	A variety of online courses are available which students may take based on their academic needs.	There is a wide range of online courses available to students based on their personal interests and academic needs.	The school provides a wide range of high school and college courses that allow students to be self-initiated and self- paced. Supports are available that help students to complete these courses at a high rate of success.
	3.4	There is a plan to develop academic support programs in order to maximize student growth.	Some academic supports are in place such as a summer bridge program and tutoring session times available before and after school.	Academic support programs are in place during the summer and before, during, and after the school day such as tutoring sessions and academic support labs.	The school schedule provides varied opportunities for students to obtain additional supports through extended blocks, looping, tutoring and summer programs.
	3.5	Students explore and identify their interests.	Students pursue their interests in a purposeful manner.	Students pursue their interests with purposeful and passionate application of academic concepts and future-ready skills.	Students investigate real world challenges and opportunities locally and globally and apply passion, knowledge and skills beyond the classroom to change the world for the better.
Adul t/St ude nt Rel atio nsh ips	3.6	A welcome letter is sent to all incoming students.	The school hosts a welcome and orientation session for all incoming students and families.	Staff members visit the homes or the community of incoming freshmen and new students to welcome them and begin developing positive relationships.	Staff members visit the homes or the community of every student annually in order to maintain positive parent-school relationships and discuss the needs and progress of students.

3.7	Some teachers meet occasionally to discuss the needs and progress of students.	There is a plan to develop a school schedule that provides time for teachers to meet at least once a week to discuss the needs and progress of students.	All teachers meet weekly by grade level or subject area to discuss the needs and progress of students.	Teachers are grouped by students and meet during scheduled common planning times daily to discuss student needs and develop supports.
3.8	Every student has a teacher-advisor.	Teacher-advisors meet with their assigned students once a month.	Teacher-advisors meet with their assigned students weekly to review their academic progress.	Teacher-advisors meet with assigned students at least once a week to review their progress and provide academic and affective supports as needed. Teacher- advisors are looped to advance with students as they advance through high school and review the students' personal education plans in order to ensure successful completion.
3.9	During informal conversations, students state that they feel their teachers care about them.	Data gathered from sources such as student surveys indicate that a majority of students feel known and cared for by the adults in their school.	A school-wide survey of the student body indicates that at least 95% of students surveyed indicate that they feel known, respected, and cared for.	Data from surveys of students and parents indicate that at least 98% of both populations feel that the adults in the school care, know, and respect them.
3.10	The school distributes newsletters or other forms of communication to provide updates and information frequently.	School newsletters and communications are provided in a language other than English.	School newsletters and communications are translated into every language represented in the student population.	The school website, blogs, tweets, social media sites and newsletters are translated into every language represented in the school. Parents, students and other community members are involved in submitting information for the newsletters and communications.

		Design Principle 4: Redefine Professionalism			
		Beginning	Early Steps	Growing Innovations	New Paradigms
Collaborative Work Orientation	4.1	Principals observe teachers.	Teachers observe their peers in practice.	Teachers observe their peers in practice for the purpose of giving and receiving feedback for revision and improvement.	All staff members solicit peer feedback in order to advance their own practice.
	4.2	Staff attends staff meetings and/or common planning opportunities, as appropriate.	Staff meetings and/or common Planning opportunities model collaboration among adults.	Staff meetings and/or common planning opportunities model inquiry among adults.	Staff is engaged in inquiry around their practice through sharing their work, student work, and professional dilemmas for feedback and support.
	4.3	Staff rarely collaborates, mostly regarding behavioral concerns and/or grades. For the most part, teachers plan and reflect independently.	Staff collaborates with peers and, at times, share expertise for professional learning and improved practice.	Staff regularly collaborates with peers, shares expertise, and holds themselves accountable for professional learning and improved practice.	Staff regularly collaborates with peers, shares expertise, and holds themselves and peers accountable for professional learning and improved practice.
	4.4	School implements district protocols for recruitment, interview, and hiring processes.	Principal includes one or more staff in recruitment, interview, and hiring processes for their specific school.	Principal and staff collaborate on recruitment, interview, and hiring processes to ensure alignment with the school's mission.	Staff, parents, and students collaborate on recruitment, interview, and hiring processes to ensure alignment with the school's mission.
Shared Responsibility and Collaborative Decision Making	4.5	Teachers supervise advisories.	Teachers are developed as teacher-counselors through a common research-based approach to student development.	Teachers lead advisories that provide consistent guidance and support, including the development of personal learning plans and support for emotional, social and academic needs.	All adults in the school assume responsibility for youth development and each student's success.
	4.6	Students are organized into advisory groups and/or project teams.	Peer connections are promoted through advisory groups and/or project teams	Students have an overt and clearly delineated mechanism for participating in student development and school success.	Students assume responsibility for positive school and community engagement that contributes to citizenship.
	4.7	Professional development opportunities are offered to support youth development.	Teachers share strategies for engaging challenging students.	Teachers collaboratively create flexible solutions for engaging challenging students.	The school actively engages families regarding successes and challenges that their child faces and works with families to arrive at successful solutions.
	4.8	Principals make decisions related to school-wide issues and teachers make decisions related to classroom issues.	Staff has some input into school decisions, including the selection of representatives to decision-making bodies.	All staff work together to make decisions that advance the mission of the school.	Individuals from all constituent groups are engaged in and can clearly articulate the school decision-making process and the

					avenues for participation.
	4.9	Knowledge Capture & Exchange: Staff maintains personal classroom and instructional resources and units of study.	All staff share resources and units of study with school-based peers.	All staff post and use resources and units of study in a shared best-practice library.	All staff routinely vets individual and shared resources and units of study posted in a shared best-practice library with school-based peers and with peers across the state.
	4.10	Networking: Assigned teachers participate in scheduled network events.	Teachers initiate participation in scheduled network events.	Staff participates in peer networks for the purpose of giving and receiving feedback to advance specific practices.	Staff convene and regularly network with peers, employers, and experts beyond the school.
	4.11	Communication: Staff members sometime speak in support of the school with internal and external stakeholders.	Staff members routinely speak in support of the school with internal and external stakeholders.	Staff members speak with confidence to stakeholders about collectively-made decisions with internal and external stakeholders.	Staff members speak with confidence to stakeholders about collectively-made decisions and their alignment with the school's mission and vision.
	4.12	Capacity Building: School participates in network professional development.	Schools have a mechanism for disseminating resources and materials garnered from network professional development experiences.	Schools secure resources and professional development experiences aligned with the school's mission and vision and Design Principles.	Schools have a systematic, internal process for the on-boarding and development of new staff and cross- training, capacity building, and continued acculturation of existing staff aligned with Design Principles.
	4.13	All teachers participate in Professional development in their content area.	All teachers keep abreast of current research on student learning and national standards in their content area and consider them in planning and delivering instruction.	Teachers in all content areas use research-based tools aligned with national standards to periodically assess and reflect on teaching and learning in their classrooms.	All teachers engage in a continuous inquiry cycle with peers using research- based tools aligned with national standards to reflect on and improve their practice.

**Design Principle 5: Leadership**
		Beginning	**Early Steps**	**Growing Innovations**	**New Paradigms**
Shared Mission & Vision	5.1	The principal employs tools to create a mission and vision for the school.	The principal ensures that the school's mission and vision actually drive decisions and informs the culture of the school.	Staff members work together to make decisions that advance the mission and vision of the school and foster understanding among constituent groups.	Staff members engage in a dynamic process of continuous re-examination and refinement of the mission and vision of the school in order to develop the school's direction based on previous successes and challenges.
Change Agent	5.2	The principal completes a school improvement plan and Design Principle Self-Assessment.	The principal ensures alignment of the school's vision with the implementation of evidence-based strategies to improve student performance and meet the goals of the school's action plan.	The principal acts as a catalyst to seek new solutions and encourages risk-taking in meeting individual student needs with potentially beneficial outcomes.	Staff assumes ownership for the development of new solutions to meet school and individual student needs.
	5.3	The principal allows teachers to take risks in meeting students' needs.	The principal and staff creatively seek opportunities to build new and unique connections between the school and the community to the benefit of school and students.	The principal proactively develops partnerships with districts and institutions (e.g. higher education colleagues) to the benefit of school and students.	The principal contributes to leadership within the district and across the network to advance an innovative educational agenda for all students in Mississippi.
	5.4	The principal is self-reflective and occasionally engages in leadership development opportunities.	The principal reflects consistently and actively pursues leadership development opportunities.	The principal builds staff capacity by encouraging and modeling a self-reflective culture and providing leadership development opportunities for staff.	Staff and students have opportunities to build leadership skills and are empowered to demonstrate those skills in the school, district, and network.
Focus on Powerful Teaching and Learning	5.5	The principal expects teachers to be a part of a professional learning community.	The principal convenes staff working groups to identify instructional trends across campus.	The principal leads discussions about standards-based upon research and best practice.	Staff members assume ownership of problem identification, solution generation, and strategy implementation.
	5.6	The principal safeguards instructional and professional time in the school day.	The principal monitors instruction in classrooms daily for full implementation of the Common Instructional Framework and provides relevant and targeted feedback to teachers.	The principal holds staff accountable for full implementation of the Common Instructional Framework and for continuous learning and professional development.	Staff collaborates with peers, shares expertise, and holds itself and peers accountable for professional learning and improved practice.

	5.7	The principal collects or receives data.	The principal makes data available to staff for review and reflection.	The principal facilitates conversations with staff about the use of data to improve school performance through systematic collection, analysis and goal setting.	Staff members adopt an action research orientation that includes the collection of data points, analysis, and goal setting as a result of data review.
	5.8	The principal occasionally attends school-based and network professional development.	The principal actively engages in school-based and network professional development.	The principal applies new learning from professional development to coach and support staff in implementing new strategies.	Staff routinely reflects and collaborates to strategically identify professional development opportunities and participants to advance the school action plan.
	5.9	The principal believes that all students are capable, with appropriate supports, of succeeding in a challenging learning environment.	The principal demonstrates evidence of high expectations for all students that eliminates tracking and includes both academic and affective supports.	The principal holds staff accountable for ensuring the success of each student.	Staff holds peers accountable for ensuring the success of each student.
Culture of High Expectations	5.10	The principal believes that all staff members, with support, are capable of creating a rigorous and challenging learning environment for all students.	The principal demonstrates evidence of high expectations for all staff that include routine conversations with staff regarding school standards for rigorous and challenging learning environments for all students.	The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students.	Staff collaborates with peers, shares expertise, and holds itself and peers accountable for the design and implementation rigorous and challenging learning environments for all students.
	5.11	The principal makes decisions related to school-wide issues.	The principal seeks input from staff into decisions made at the school, including active recruitment of diverse representatives on school decision- making bodies.	The principal establishes a clear collaborative decision-making process so that all staff works together as appropriate to make decisions that advance the mission of the school.	Individuals from all constituent groups are engaged in and can clearly articulate the school decision-making process and the avenues for participation.
	5.12	The principal leads all committees and work groups.	The principal actively encourages teacher leadership through traditional school-based leadership opportunities, including department/grade level leaders, school improvement team, etc.	The principal promotes staff participation in district and external leadership opportunities and enables staff to lead school-based conversations about those experiences.	The principal expects and empowers staff and student leadership through the establishment of clearly defined and promoted leadership deployment pathways.
	5.13	The principal develops partnerships with staff to the benefit of the school and students.	The principal proactively develops relationships with students, families, and community partners.	Teachers, parents, and community members actively participate in the development of a school improvement plan, the Design Principle Self-Assessment, and other school plans.	The principal empowers staff and the school community to assume ownership of problem identification, solution generation and strategy implementation.

	5.14	The principal designs a schedule and process that includes common planning opportunities.	Staff share instructional practices, lessons learned, and current challenges with peers during common planning opportunities.	Practice is made public through theuse of school-wide rounds and peer school review, including both internal and external peer observation and feedback.	Staff members routinely engage in quality assurance processes such as school-wide rounds, peer school review, and collaborative student work reviews to improve instructional practices within specific classrooms and across the school.

Design Principle 6: Purposeful Design *(for optional consideration)*

		Beginning	Early Steps	Growing Innovations	New Paradigms
Auton omou s Gover nance	6.1	A full-time principal has been named and essential staff has been hired.	Adequate instructional and support staff members have been hired. Along with the principal, their time is not divided with other schools.	The principal, instructional staff, and support staff meet consistently to discuss scheduling and hiring decisions as well as other school operation items in order to make decisions that will best meet students' needs. The principal and staff members have significant autonomy from undesirable staff transfers and district level professional development mandates.	The principal and staff members work as a team in which distributed leadership is used and everyone is actively involved in key areas of decision making. The principal and staff meet during scheduled, specific times at least once a week and use their autonomy from district mandates to make decisions and solve problems to create unique instructional designs to meet student needs.
	6.2	The school has a unique school code and a preliminary school budget has been prepared.	The principal and staff meet to review and discuss the school budget.	The principal and staff meet frequently to discuss the school budget and make revisions as necessary.	The principal and staff meet on a scheduled basis to review the school budget and make any necessary revisions. The budget is revised as necessary to make decisions that exemplify a flexible use of resources in the best interests of students.

6.3	The school/program has established an identity and theme.	The school/program actively advertises their school's identity and theme and visits middle schools to recruit their target population.	The school/program is autonomous in making decisions regarding curriculum as related to the school's identity and theme.	The school/program reaches out to local, state, national, and global organizations to deepen the connection between the school's identity, theme, and real world applications.
6.4	The district office is aware of the separate professional development requirements set forth by the network.	The district office has waived required attendance at some of the district level professional development.	The district office and the school partner are involved in the decision making process regarding the attendance of the principal and staff at selected professional development events.	The principal and staff have complete autonomy regarding attendance at district level professional development events. They attend and implement all network professional development and work together to identify and provide additional professional development.
6.5	The school/program schedule reflects seat-time requirements and individual teacher planning needs.	The principal and staff meet to review and discuss the school/program schedule.	The school/program schedule is flexible and responsive to student and staff needs. The principal and staff meet frequently to discuss the school schedule and make revisions as necessary.	The principal and staff meet to review and revise the school schedule as needed to make flexible use of time in the best interest of students and to allow for regular opportunities to learn outside of the classroom.
6.6	The school/program is known in the community.	The school/program fosters relationships with business and community partners for community service opportunities, job shadowing opportunities, participation in school projects during the school year, and/or financial support.	The school/program develops business and community partnerships that expose students to high growth, sustainable wage careers and role models through internships and other work-based opportunities.	The school/program collaborates with business and community partners who expose students to high growth, sustainable wage careers and role models and provide opportunities to advance student and teacher learning in these fields.
6.7	The school/program is supported by the school district and local education partners.	The school/program has scheduled meetings with key stakeholders including the school district, higher education, and business and community partners to discuss sustainability of the school.	Short and long range plans for development and sustainability of the school/program are available and supported by the school district, higher education, and other partners.	A plan for the sustainability of the school/program is embedded within the vision of the school district and higher education partner and empowers advocates in the broader community.
6.8	There is a detailed budget plan one fiscal year prior to the current fiscal year.	There is a detailed five year budget plan for the duration of initial funding.	There is a detailed budget plan to ensure program sustainability beyond initial funding.	There is a detailed budget plan to ensure program sustainability beyond initial funding that incorporates business and community partner support as well as other stakeholders.

	6.9	The school/program has adequate facilities, staffing, and resources to offer required courses.	Facilities, staffing, technology, and resources support the school/program model.	Facilities support flexible use of space and regular collaboration among students and faculty. Staffing reflects and supports the school/program model. Technology is sufficient to support regular, meaningful use by all. Teachers and students have access to resources that support the school/program model.	The school provides the tools, time and space for exploration, inquiry and invention. Staffing, facilities, technology, and resources are sufficient to support a robust program aligned with the school/program model.
	6.10	Recruitment materials for the school are available.	Recruitment materials are aligned with network focus for the specific program/model and explain the application process and timeline.	Recruitment materials are aligned with network guidelines for the specific program/model, messages are tailored to the target population and clarify the benefits of enrolling.	Recruitment materials aligned with network guidelines and can be accessed in a variety formats and venues appropriate for the community.
Student Recruitment and Selection	6.11	A school/program selection process exists.	The school/program selection process is reviewed annually by principal and counselor to set appropriate recruitment targets and identify outreach strategies.	Selection tools support the recruitment goals and gathers the minimum amount of information from student and families needed to make a decision. An identified selection team reviews all applications.	The selection process is legally defensible and transparent. Staff is involved in the annual review of data and setting yearly recruitment goals to ensure incoming students meet target population. Information gathered through the application is used to develop a support plan for the incoming individual student.
	6.12	The principal recruits in middle schools during a specified period of time and holds evening meetings for interested families	The principal meets with staff at the middle school to build a purposeful recruitment plan that includes classroom presentations with former students, identifying individual students who best fit the school/program and follow up sessions with parents, and reviewing attendance at family meetings to determine if the target population is being reached.	Outreach is considered a year round, long term strategy. The principal, staff and students explicitly reach out to underrepresented parents and community groups to build a pipeline of interest to the school. Support is offered to families and interested students to complete the application.	A community approach involving the staff, parents, students, civic leaders and business leaders is executed to reach out to underrepresented parent and community group year round. Community members speak to the value of the school/program and are its strongest advocates.

6.13	Teachers collaborate within the school/program in their content or with grade level peers.	Staff members collaborate with peers and share expertise for professional learning and improved practice.	Staff regularly collaborates with peers across content and grade levels in cross-curricular and vertical development.	Staff regularly collaborates with district, higher education and business/community partners to provide real-world, engaging learning experiences for all students.

BOARD APPROVED
7/13/21