



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

HIGH SCHOOL REDESIGN WORKBOOK



Using ESSA to redesign
high schools for the
21st Century



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Using ESSA to Redesign High Schools to Support Their Communities in the 21st Century



- Hopeful, positive, future-orientated frame to design high schools for the 21st century rather than being seen as failed schools in need of reform
- Goal is not a high school diploma but strong pathways through high school to postsecondary and adult success for all students
- Evidence-based, but locally customized/orientated-not one way for all
- Address stress and scarcity through capacity building and technical assistance partners tightly aligned to community redesign vision and goals
- Break social isolation via school networks facing similar challenges, provide opportunity for school leaders to travel to see other possibilities
- In high-needs communities make redesigned high school the center of community economic development and social integration efforts

Global Guiding Questions

How might we create a school where we all want to be?

- A school with stronger outcomes? A school that is filled with joy? A school that is hopeful?

How might we come to a common understanding of our shared opportunities and challenges?

- How might we recognize our students as a community resource?

How might we best utilize the different strengths of adults and students in the school?

- How might we increase human resources in creative and low cost ways?
- How might we creatively involve our community in the process?

How might we create an environment where we are one with a sense of belonging given the context we are in?

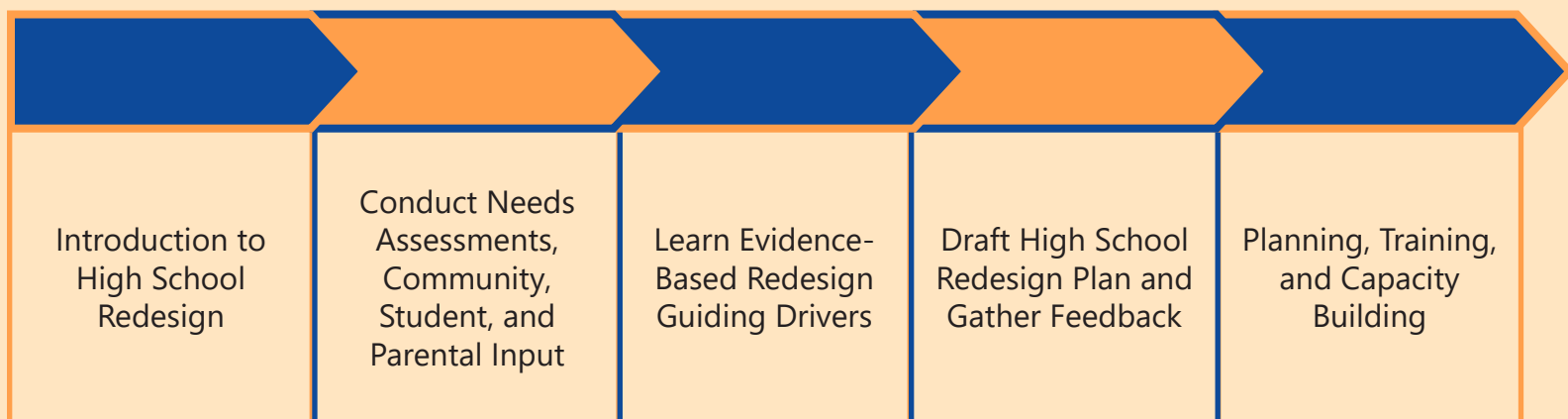
- How might we build on the relationship strengths of adults and students?
- Share a time when your school environment made you and others in the school feel a strong sense of belonging?

How will our school culture support redesign opportunities?

- Where will we build in time and places for continuous reflection?

How to embrace the conflict and ambiguity which is inherent in change?

Redesign Sequence of Events



Shifting to Evidence-Based Practices

ORGANIZING ADULTS	STUDENTS AT THE CENTER	TEACHING & LEARNING	POSTSECONDARY PATHWAYS
MINDSET SHIFTS	MINDSET SHIFTS	MINDSET SHIFTS	MINDSET SHIFTS
Isolated classrooms ➤ Integrated teams of adults	I am not a social worker! ➤ How can I help?	Individual orientation ➤ Collective efficacy	Sorting and ranking ➤ Postsecondary plans
Everyone for themselves ➤ Relational trust	Those people ➤ We are the people	Assessment OF learning ➤ Assessment FOR learning	Compliance ➤ Commitment
Individual perspective ➤ Team perspective	Data for accountability ➤ Data for improvement	Stand and deliver ➤ Learning scientists and activators	Seat time ➤ Relevance
Bureaucratic ➤ Human/End user	Punitive ➤ Restorative	Extrinsic ➤ Intrinsic (Choice, Autonomy)	School as a single purveyor of knowledge ➤ Beyond school walls
Hierarchical ➤ Distributed leadership	Deficit ➤ Asset-based	Ritualized practice ➤ Competency, Attainment of something worthwhile	
Compliance ➤ Commitment	Fixed mindset ➤ Growth mindset	Mistake = BAD ➤ Mistake = LEARNING	
Half-empty pessimism ➤ Half-full optimism	Shame ➤ Resilience		
	Compliance ➤ Commitment		
PRACTICE	PRACTICE	PRACTICE	PRACTICE
<i>It's teams, not individuals</i>	<i>Hope, Agency, Trust & Relationships</i>	<i>Supported, Engaged & Challenged</i>	<i>Once and Endpoint, Now a Stepping Stone</i>
<ul style="list-style-type: none"> Teacher teams Distributed leadership Relationships & trust Data-driven decision making 	<ul style="list-style-type: none"> Promote purpose, hope, and agency School climate built upon safety, trust, and student voice (e.g., restorative practices) EWS and multi-tiered student response and community partnerships Positive development relationships 	<ul style="list-style-type: none"> Create challenging and caring classrooms Use the learning sciences Use professional learning communities and instructional coaching Formative assessments 	<ul style="list-style-type: none"> Universal participation in postsecondary guidance, navigation supports, and experiences Learning outside the classroom walls Strong pathways to postsecondary success—student and parental choice

Redesign High Schools to Support Their Communities in the 21st Century.



Who Are We Designing For?

Student Profiles

9th Grade Student 1

9th Grade Student 2

9th Grade Student 3

9th Grade Student 4

Who Are We Designing For?

Student Profiles

12th Grade Student 1

12th Grade Student 2

12th Grade Student 3

12th Grade Student 4

Who Are We Designing For?

Demographic Information

Use your school's data to help guide your redesign. We've started off with some basic questions to help guide your team through this section. Feel free to add any data points to the ones provided.

- Who are the students in our school?
- Who are our entering ninth graders?
- Where do our graduates go?
- Who is in our community

Who are the students in our school?

Enrollment

Grade 9 Enrollment		% Economically Disadvantaged	
Grade 10 Enrollment		% Caucasian	
Grade 11 Enrollment		% African American	
Grade 12 Enrollment		% Hispanic	
% Free/Reduced Lunch		% Native American	
% English Language Learners		% Asian/Pacific Islander	
% Special Education		% Other:	

Additional Data

Principal Tenure and Circumstances		ADA	
Number of Teachers		Average ACT/SAT Score	
Number of Staff Total		ISS Rate	
Number of 1st Year Teachers		OSS Rate	
School Wide Tardiness Rate		Expulsion Rate	
Chronic Absentee Rate		Current Significant Partners	
State Assessment Outcomes		• Youth & Social Service agencies	
		• After school programs/initiatives	
		• Internships	
		• Non-profit partnerships	

Who Are We Designing For?

Demographic Information

Who are our entering ninth graders?

8th Grade Attendance Rate		Suspension Rate	
GPA		Test Scores	
Overage for Grade			

Where do our graduates go?

Postsecondary		Military	
• Two-year College		Employment	
• Four-year College			

Who is in our community?

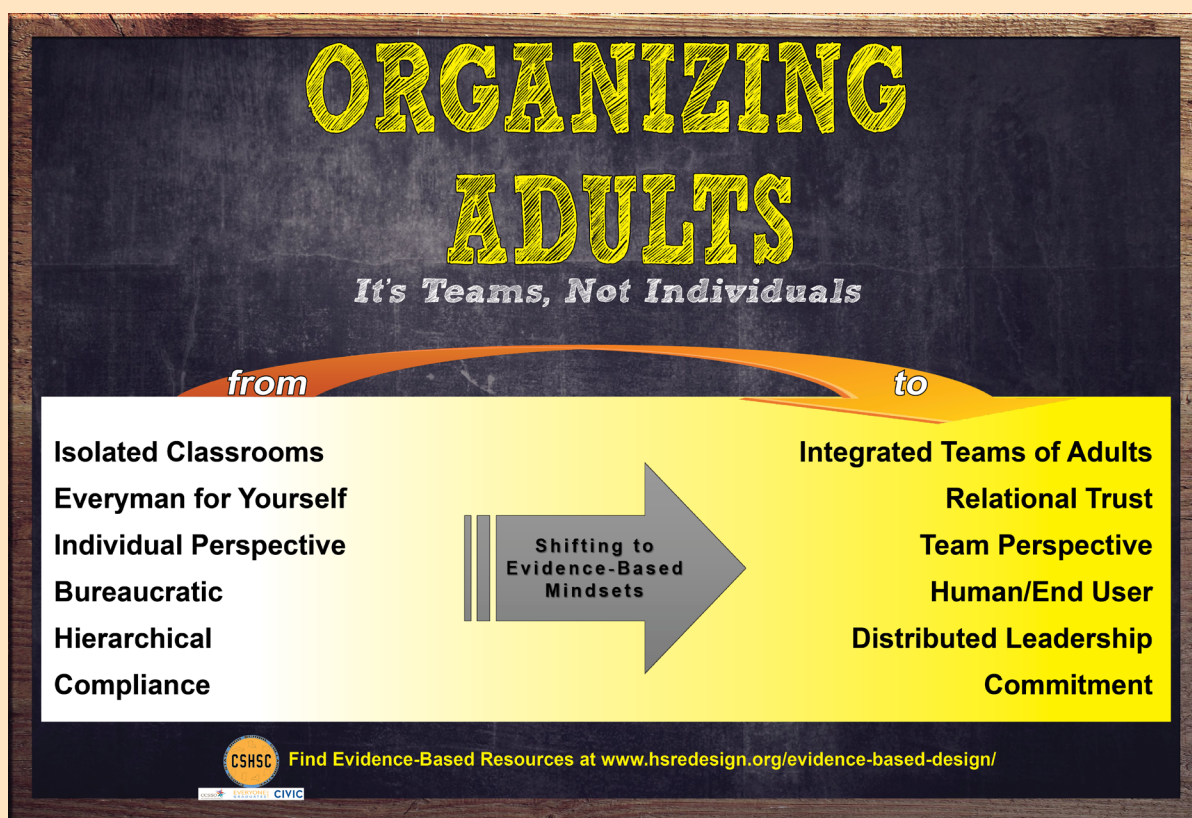
Significant Employers		Significant Non-Profits	
Significant Grass Roots Organizations		What is the closest higher-learning institution?	
How far away is the closest higher-learning institution?			

Who Are We Designing For?

Community Feedback on Redesign



ORGANIZING ADULTS



Guiding Redesign Questions

Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- How might we build on the current strengths and talents of our staff?
- How might we develop strong relationships between teachers and between teachers and administrators?
- How might we support the ongoing development of teachers?
- How might we create a culture of data-driven decision making and make the data needed for sound decisions widely available?
- How might we ensure teachers and others have time to plan collaboratively?
- How might we form interdisciplinary teams of adults?
- How might we create a school master schedule that supports our redesign and enables the implementation of evidence-based practices in organizing adults, supporting students, teaching and learning and postsecondary pathways?



ORGANIZING ADULTS

Mississippi Indicators of Effective Practice

Below are some of Mississippi's Indicators of Effective Practice questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might the Leadership Team monitor rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system? (HS.1.01)(4451)**
- **How might the principal establish a sense of urgency and shared accountability for meeting school improvement objectives? (SL2.09)(4603)**
- **How might the LEA and school structure support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation? (DC1.01)(4596)**
- **How might the school align allocation of resources (money, time, personnel, etc.) to school improvement goals? (DC 1.03)(4598)**
- **How might the Leadership Team, consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff, meet regularly (twice a month or more for an hour each meeting)? (LDR 1.07)(42)**
- **How might the traditional roles of the principal and other administrators (e.g., management, discipline, security) be distributed to allow adequate time for administrative attention to instruction and student supports? (HS.2.01)(4453)**

Evidence-Based Practice

Teacher Teams: Interdisciplinary, working with cohorts of students

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Distributed Leadership: Staff play multiple role and decision making is dispersed

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Leadership Development: Opportunities and pathways for teacher leadership

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Relationships and Trust: Strong relationships between teachers and admin & teachers

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Data Driven Decision Making: Real-time, predictive data about students being used to make team intervention decisions and drive school-wide decisions and priorities

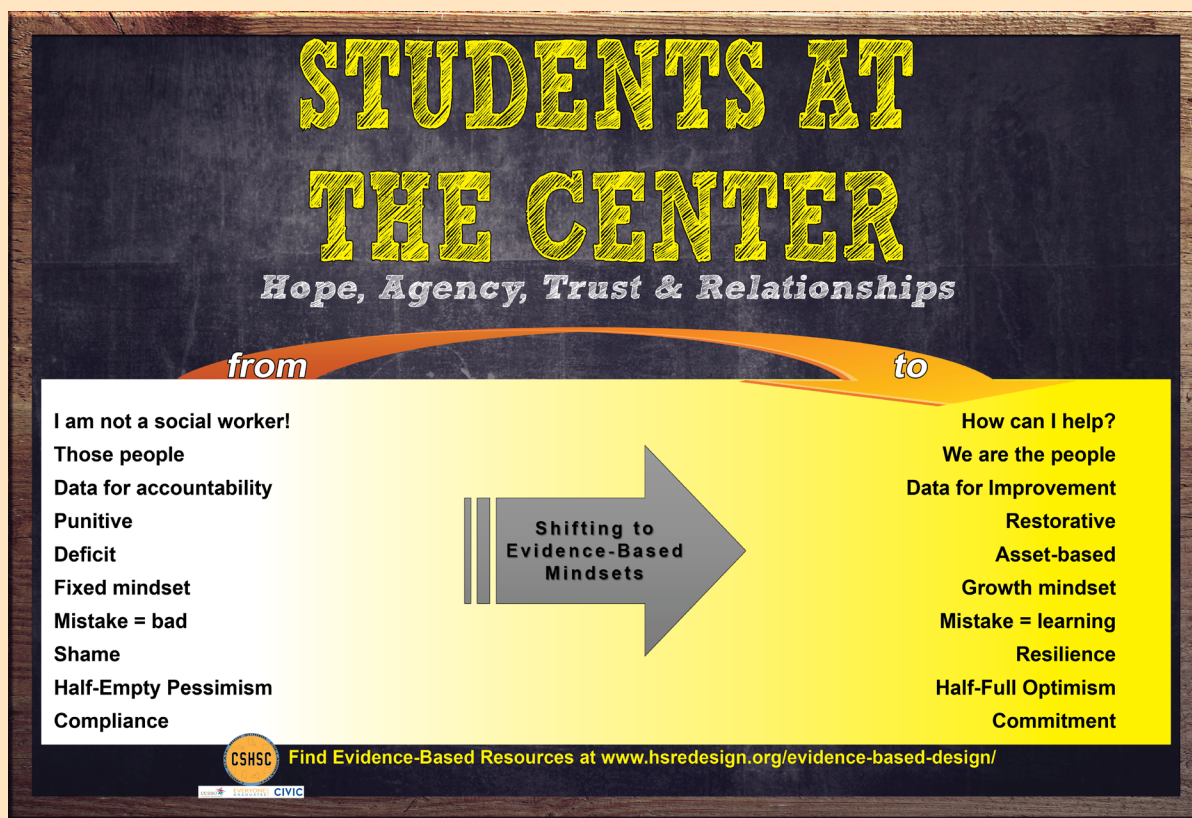
Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

Notes, Questions & Wonderings:



STUDENTS AT THE CENTER



Guiding Redesign Questions

Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- How might we make room for and listen to student voice in our redesign efforts?
- How might we create a school environment which supports the development of positive relationships between students and students, students and staff?
- How might we develop and then sustain structures and that recognize/celebrate students and staff?
- How might we assign/schedule students so they can be known by the adults in our school?
- How might we shape student experiences to enable them to experience hope, agency, and purpose?
- How might we embrace Restorative Practices?
- How might we learn how to balance student choice and voice with structure and support?
- How might we adapt and improve our existing student support strategies to create a powerful early warning and multi-tiered support system that continually monitors all students progress and keeps them on track to postsecondary success?



STUDENTS AT THE CENTER

Mississippi Indicators of Effective Practice

Below are some of Mississippi's Indicators of Effective Practice questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might the Leadership Team implement, monitor, and analyze results from an Early Warning System at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school? (HS.1.02)(4452)**
- **How might Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies? (PLN 4.05)(106)**
- **How might the school provide freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies)? (HS.6.01)(4464)**

Evidence-Based Practice

Positive developmental relationships with adults.

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Early Warning and multi-tiered student response systems and community supports

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice
Building hope, agency, and purpose.

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice
School climate built upon safety, trust, and student voice (e.g., restorative practices)

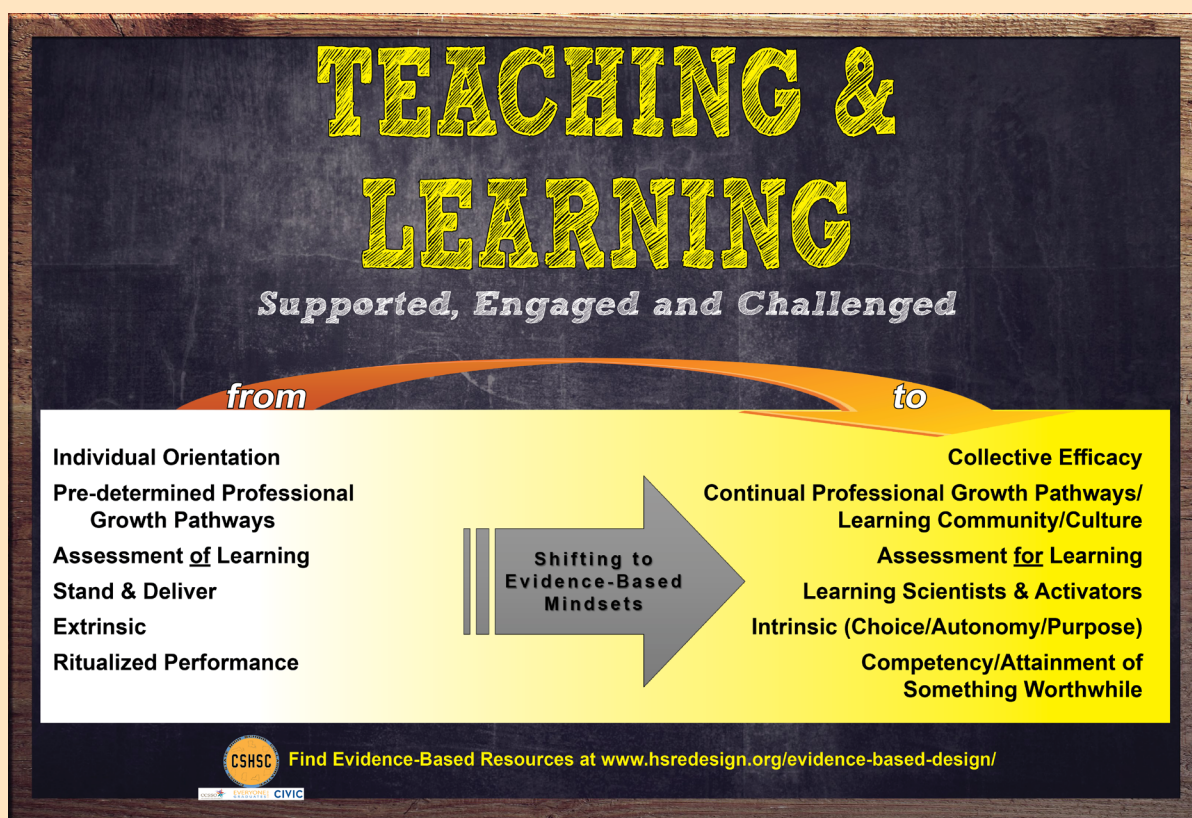
Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

Notes, Questions & Wonderings:



TEACHING & LEARNING



Guiding Redesign Questions

Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- How might we build adult capacity in our school and community to create learning environments which balance challenging students to achieve at high levels with a sense of caring and support?
- How might we shift from instructional practices to learning sciences informed practices?
- How might we change our perception from “learning enough to pass and mistakes are bad” to “mistakes are how we learn on the path to competency-based achievement.”
- How might we build a formative assessment culture to tailor instruction and supports?
- How might we provide professional development supports and skill-building opportunities necessary to teach today’s learners and to empower them for the future?



TEACHING & LEARNING

Mississippi Indicators of Effective Practice

Below are some of Mississippi's Indicators of Effective Practice questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might Instructional Teams develop standards-aligned units of instruction for each subject and grade level? (PLN 1.01) (88)**
- **How might the school provide all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation? (HS.3.01)(4454)**
- **How might the school provide all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation? (HS.3.02)(4455)**
- **How might the school provide all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation? (HS.3.03)(4456)**
- **How might the school provide all students with opportunities to enroll in and master rigorous coursework for college and career readiness? (HS.4.01)(4457)**
- **How might the school provide all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness? (HS.4.02)(4458)**

Evidence-Based Practice Create challenging & caring classrooms; instructional teams use standards-aligned units of instruction for each subject and grade level, while engineering student engagement and providing student supports

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice
Use the learning sciences

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice
Use professional learning communities (PLCs) and instructional coaching

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice
Formative assessments

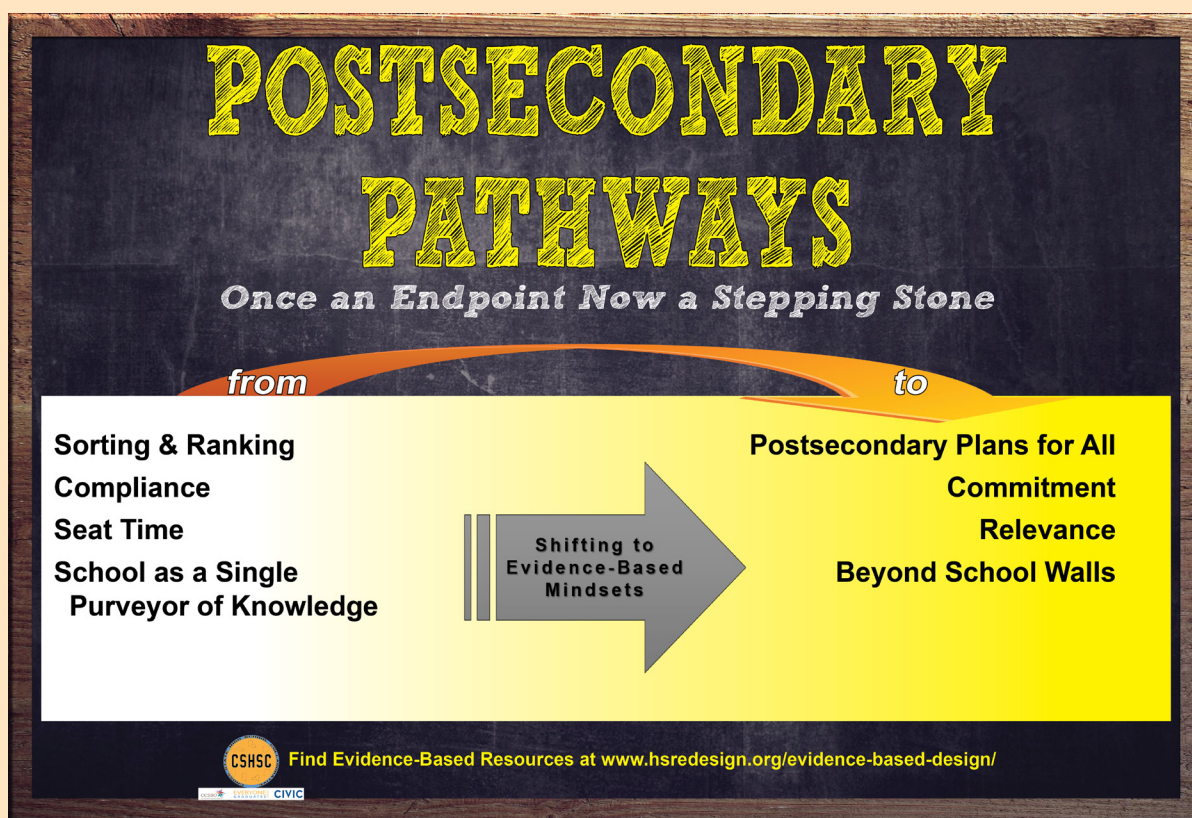
Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

Notes, Questions & Wonderings:



POSTSECONDARY PATHWAYS



Guiding Redesign Questions

Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- How might we create opportunities for work-based learning, job shadowing, and internships at the scale needed?
- How might we assess student competencies?
- How might we support ongoing college and career planning programming that starts in freshman year, including family awareness/communication, and college admissions counseling?
- How might we think about career pathways and personalized postsecondary journeys for students?
- How might we incorporate student/family voice and choice in postsecondary planning?
- How might we provide rich universal school experiences (electives, extra-curricular activities, etc.) for all students?



POSTSECONDARY PATHWAYS

Mississippi Indicators of Effective Practice

Below are some of Mississippi's Indicators of Effective Practice questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might the school routinely provide all students with information and experience in a variety of career pathways? HS.4.05 (4461)**
- **The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships). HS.5.01 (4462)**
- **How might the school provide all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships)? (HS.5.02)(4463)**
- **How might the school provide senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs)? (HS.6.02)(4465)**
- **How might the school track the postsecondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community? (HS.6.03)(4466)**
- **How might the school provide all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising)? (HS.4.03)(4459)**
- **How might all teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula? (HS.4.04)(4460)**

Evidence-Based Practice Create strong pathways to post-secondary success, with multiple options-Choice of pathway is up to student and family.

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice Provide all students with post-secondary guidance, navigation supports, and experiences

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice
Integration of technical and academic content. Integrating academic content into our CTE courses and career concepts in our academic courses

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice Enable learning outside the classroom walls (e.g. Project Based Learning, dual enrollment/Early College/AP–IB). Ability to earn credit in a college or career technical certification program.

Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

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