

Mississippi Draft Guidance for Developing Blue Print October 2018

High School Redesign Blueprint Guidance

While each component listed below is recommended, there is no required template to complete. It is suggested that LEAs respond to each component by clearly heading each section with the name of the component.

8. Executive Summary

Describe the vision for the school community in five years and ten years – be specific, concrete, inspiring, and bold. How will the school look different in one year? Three years? How will these strategies weave together to drive comprehensive high school redesign?

- a. How does your design plan better meet the needs of students, adults, school community and community at large?

9. School profile

- a. Vision Statement
- b. Mission Statement
- c. Updated school profile

10. Redesign Team

- a. List all redesign team members, roles (e.g. team leader, organizer, vision keeper, facilitator, data analyst, communicator, content expert).
- b. Describe the process used to choose redesign team members.

11. Insights from stakeholder engagement

- a. Describe efforts to-date to identify and engage stakeholders, including students, teachers, staff, community members, civic leaders, and industry leaders.
- b. Synthesize insights from stakeholder engagement process
- c. Clearly articulate system for ongoing stakeholder engagement and communication, including persons responsible.

12. Data and root cause analysis results

- a. Concisely synthesize the results of data analysis.
- b. Articulate the most pressing 3-5 performance challenges facing the school in bullet form, including the specific metrics/evidence used in articulating the performance challenge.

Vision for the future, aligned with each driver –

Students at the Center

How will opportunities for voice, choice and agency be at the center of decision making for the school? How does our design plan embrace the understanding that high school students need to learn more than academics—restorative practices, social emotional and well-being competencies?

Organizing Adults

How will adults be organized to align with vision of the school redesign? How will a schedule be created and leadership responsibilities distributed to support enactment of the plan?

Teaching and Learning

How does our plan promote integration of technical and academic content in meaningful pathways?

How will we provide professional growth opportunities to balance high expectations, classroom dynamics, student support, and engagement?

Post-secondary Pathways and Partnerships

How will universal participation for a post secondary plan be set into action for each student including expanded learning opportunities outside of the school walls?

How will student and family choice be incorporated in ongoing ways?