

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
March 20, 2025

OFFICE OF SECONDARY EDUCATION

01. Action: Approval and renewal of Districts and Schools of Innovation for 2025-2026 [Goal 2 – MBE Strategic Plan]

Background Information: In accordance with *Miss. Code Ann. § 37-179-1 et seq.*, and Miss. Admin. Code 7-3: 28.7, State Board Policy Chapter 28, Rule 28.7 - Districts of Innovation and Schools of Innovation, the purpose of a District of Innovation is to better prepare students for success in life and work. Innovative programs shall focus on reducing achievement gaps by expanding learning experiences for students; increasing participation of subgroups of students in innovative instructional components to enhance student achievement; increasing the number of students who are college- and career-ready; reducing the number of students that exit high school in need of remediation; and motivating students by expanding curriculum choices and learning opportunities for students.

Mississippi Code Ann. § 37-179-1 et seq., and Miss. Admin. Code 7-3: 28.7, State Board Policy Chapter 28, Rule 28.7 - Districts of Innovation and Schools of Innovation, provides for exemptions from certain administrative regulations and statutory provisions as approved by the MDE to allow flexibility for Districts of Innovation and Schools of Innovation. Districts or schools may request additional waivers if the waiver is needed to support innovative practices and does not violate state or federal regulations. Districts or schools are not allowed to request a waiver from state assessment requirements required by state or federal regulation. Absent any waivers, districts shall meet the requirements of the current Mississippi Public School Accountability Standards.

This item references Goal 2 of the *Mississippi Board of Education Strategic Plan*.

- 01.A. Action: Approval by the SBE to award Meridian School District (Meridian High School) a School of Innovation beginning in 2025-2026 school year in accordance with Mississippi Code Ann. § 37-179-1 et seq., and Miss. Admin. Code 7-3: 28.7 State Board Policy Chapter 28, Rule 28.7.
- 01.B. Action: Approval by the SBE to award Rankin County School District (Richland High School) a School of Innovation beginning in 2025-2026 school year in accordance with Mississippi Code Ann. § 37-179-1 et seq., and Miss. Admin. Code 7-3: 28.7 State Board Policy Chapter 28, Rule 28.7.

- 01.C. Action: Approval by the SBE to award Pontotoc School District (Pontotoc High School); a School of Innovation beginning in 2025-2026 school year in accordance with Mississippi Code Ann. § 37-179-1 et seq., and Miss. Admin. Code 7-3: 28.7 State Board Policy Chapter 28, Rule 28.7.
- 01.D. Action: Approval by the SBE to revise George County High School a Renewal of School of Innovation Middle College program beginning in 2025-2026 school year in accordance with Mississippi Code Ann. § 37-179-1 et seq., and Miss. Admin. Code 7-3: 28.7 State Board Policy Chapter 28, Rule 28.7.
- 01.E. Action: Approval by the SBE to revise Tupelo School District a renewal of their District of Innovation beginning in 2025-2026 school year in accordance with Mississippi Code Ann. § 37-179-1 et seq., and Miss. Admin. Code 7-3: 28.7 State Board Policy Chapter 28, Rule 28.7.
- 01.F. Action: Approval by the SBE to revise Oxford School District; a renewal of District of Innovation beginning in 2025-2026 school year in accordance with Mississippi Code Ann. § 37-179-1 et seq., and Miss. Admin. Code 7-3: 28.7 State Board Policy Chapter 28, Rule 28.7.

Recommendation: Approval

Back-up material attached

Mississippi Department of Education
March 20, 2025
Back-up Materials for Districts and Schools of Innovation 2025

01.A. Meridian High School

School of Innovation Plan Synopsis:

Meridian High School is applying for school of innovation to implement a Wall-to-Wall, College & Career Academy model of education that is specifically designed to help all students in the district reach their college and career goals. It will also provide hands-on, application-based academics to solve the learning issues present in their current “traditional” model of education. This innovative model was designed to maximize student outcomes in challenging locations with challenging problems.

All students participate in Meridian High School’s flagship pocket academy, the Ninth Grade Academy where students are exposed to Keystone, ACT, WorkKeys and the YouScience Platform (aptitude inventory) as a vehicle to their selection of one of the three Academies upon entering Grade 10. All students, including General Education, Special Education, English learners choose to participate in either the Arts, Business or Health academies developed around the needs of the local business and community partners.

Performance Measures: Performance measures below will be evaluated for all students and disaggregated by subcategories as follows and where applicable:

- Increase the number of dual credit courses taken by high school students by 5% annually
- Improve average senior composite ACT scores from 14 to 18
- Increase or sustain the district’s graduation rate from 84% to 90%
- Increase the number of cross-curricular PBL to 50% annually
- Increase the number of MDE Graduation Endorsements obtained by seniors by 25%
- Increase the number of student scoring Silver, Gold, and Platinum on the ACT WorkKeys from 63.5% to 85% by 2028
- Grow the number of signed business partners by 100% by the 2026-2027 school year
- Increase the number of students taking advanced placement courses by 25% by the 2027-2028 school year
- Improve the rate of FAFSA completion for all seniors from 63% to 95% by 2027-2028
- Broaden the number of nontraditional students by 25% each year enrolled in each Academy Pathway, to include females, males, and minority student enrollment in each pathway, specifically those enrolling in the Middle College Pathway option.

- Create a Pathway of Accelerated learning (PAL) pilot program in upper elementary school(s) and the middle schools to develop the skills necessary to earn the Distinguished Academic Endorsement upon graduation by school year 2027-2028.
- Participate in quarterly check-ins and training, advanced specialized training for all faculty and staff, an annual report of each component, professional baseline reviews and once fully implemented a national model review of all the programs. These reviews are designed to maximize success for each student as well as the school as a whole.

Waivers Requested:

Requested Waiver(s) from State or Local policies, Requirements, or Restrictions	District Rationale for Request:	MDE Response	MDE Rationale for Waiver Approval or Disapproval
<p>MS Code Ann. § 37-3-2 Guidelines for Mississippi Educator Licensure K-12</p> <p>5. It shall be the duty of the commission to:</p> <p>C. Establish subject to the approval of the SBE, standards for initial teacher certification and licensure in all fields.</p> <p>D. Establish subject to the approval of the SBE standards for the renewal of teacher licensures in all fields.</p>	<p>Meridian High School requests that elementary teachers be allowed to teach at the secondary level outside their licensed area as many teachers have expertise in a variety of subject areas outside and are experts at collaborative learning. This approach is essential to the execution of PBL and is vital to the success of Academy implementation.</p>	<p>No</p>	<p>This goal can be accomplished through targeted professional learning, model lessons and collaborative project planning.</p>

<p>13.1 The teaching day must provide at least 330 minutes of instruction per day.</p>	<p>No rationale provided in the district application.</p>	<p>No</p>	<p>It is not needed because the five blocks per day should constitute at least 330 minutes of instruction per day.</p>
<p>13.2 The school district must ensure that during the academic year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered, except for remedial programs, dual enrollment/dual credit, correspondence courses, and innovative programs authorized by the State Board of Education.</p>	<p>Meridian High School requests to relieve students of seat time requirements to accommodate learning on the 5x5 block schedule. This will allow students to earn more Carnegie units earlier and create more room in their schedules for Dual Credit and AP courses as well as provide opportunities for students to complete multiple CTE programs.</p>	<p>Yes</p>	<p>The MDE will allow the instructional time waiver not less than 112 hours per Carnegie Unit and 56 hours per 1/2 Carnegie unit that provides for flexible scheduling of the Academy model.</p>

01.B. Richland High School

School of Innovation Plan Synopsis:

To achieve the vision of nurturing every student's potential, Richland High School (RHS) focuses on personalized learning experiences that leverage technology and embraces the diverse backgrounds and strengths of all students. Collaboration among staff, students, and the community is central to the school's efforts, ensuring that each student is supported in reaching their highest level of academic and personal achievement. Through this approach, RHS not only strives for student success but also fosters an environment where equity, inclusivity, and innovation are at the forefront of all efforts.

Presently, RHS has a 20-minute window of time before school (7:20-7:40) that students can use for remediation. **As such, this time has proven to be ineffective due to the uncertainties of bus arrival times compounded by the time students need to eat breakfast.** To address the needs of our students, RHS introduces the Flex Block. Wednesdays are designated for Academic Flex Blocks. Thursdays have been reserved for Human Interest Clubs, allowing students to engage with teachers, learn new skills, and participate in activities of their choice. This meeting has proven to be popular among both students and staff, providing valuable opportunities for connection and enrichment outside of the traditional classroom setting.

By integrating this flexible block into the school day, we can better support students' academic growth, provide enrichment opportunities, and promote equity by **ensuring that every student, regardless of morning arrival time or transportation, has access to the same opportunities for success.** This approach aligns with our mission to nurture every student's potential while embracing diversity and fostering a culture of learning.

Timeline of Activities:

Stage	Timeline	Activities/Benchmarks
Development	Months 1-6	<ul style="list-style-type: none">-Conduct initial staff & student surveys-Develop weekly/monthly plans for teachers and students-Establish collaboration with local businesses, district specialists, and CTE programs, involving career coaches to align goals and resources
Implementation	Months 7-18	<ul style="list-style-type: none">-Use benchmark, MAAP, AP, and ACT data to group students for targeted support-Administer ongoing staff and student surveys to assess program effectiveness and make adjustments-Begin scheduled activities with business partners, career coaching, and CTE engagement
Sustainability	Months 19+ (ongoing)	<ul style="list-style-type: none">-Continue monthly and yearly evaluations through surveys and data analysis

		-Adjust grouping based on benchmark data and maintain community and CTE collaborations -Sustain and refine weekly/monthly instructional plans based on student outcomes and feedback
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Performance Measures:

Year	Performance Targets	Measurement Methods	Data Sources
Year 1	Establish baseline metrics	Attendance analysis, data assessments	Attendance records MAAP and AP data ELL and ISP Records Vocational certification data
Year 2	Improve attendance, increase growth in MAAP, ELL, AP results, expand vocational certifications, raise school rating to an "A"	Analysis of attendance trends, student goal plans, growth tracking	Attendance records MAAP and AP data ELL and ISP records Vocational certification data
Year 3	Increase AP enrollment, achieve student ISP goals, further improve MAAP, ELL, AP scores, and vocational certifications, maintain "A" school rating	AP enrollment tracking, ISP progress monitoring, analysis of attendance trends, student goal plans, growth tracking	AP enrollment data ISP Progress reports Attendance records MAAP and AP data ELL and ISP records Vocational certification data
Year 4	Increase AP success on exams, achieve student ISP goals, further improve MAAP and ELL proficiency and vocational certifications, maintain "A" school rating	AP exam results, ISP Progress monitoring, analysis of attendance trends, student goal plans, growth tracking	AP exam data ISP progress reports Attendance records MAAP and AP data ELL and ISP records Vocational certification data
Year 5	Increase AP and honor course offerings, achieve student ISP goals, further improve MAAP, ELL, AP scores, and vocational certifications, maintain "A" school rating	AP and honors course listings, ISP progress monitoring, analysis of attendance trends, student goal plans, growth tracking	AP and honors course list ISP progress reports Attendance records MAAP and AP data ELL and ISP records Vocational certification data

Waiver Requested:

Requested Waiver(s) from State or Local policies, Requirements, or Restrictions	District Rationale for Request:	MDE Response	MDE Rationale for Waiver Approval or Disapproval
<p>13.2 The school district must ensure that during the academic year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, and innovative programs authorized by the State Board of Education.</p>	<p>Richland High School is asking that a small amount of time be allotted to the Flex Block which will modify the 140-hour Carnegie Unit seat time to accomplish the measurable goals set forth above.</p>	<p>Yes</p>	<p>The MDE will allow the instructional time waiver not less than 130 hours per Carnegie Unit and 65 hours per 1/2 Carnegie unit that provides for the flex block.</p>

01.C. Pontotoc High School

School of Innovation Plan Synopsis:

Pontotoc High School proposes transitioning from a 4x4 block schedule to a 5x5 block schedule, a model that enhances instructional quality, expands student opportunities, and directly addresses challenges related to seat time compliance, course accessibility, and equity.

By implementing this model, Pontotoc High School will:

Improve student achievement by mitigating learning gaps and providing consistent instruction.

Expand opportunities for students to take more courses, including AP, CTE, and dual credit.

Ensure equity by offering additional support for SPED, EL, MTSS, and at-risk students.

Reduce teacher workload and create a more sustainable, effective teaching environment.

Maintain the benefits of block scheduling while addressing its challenges.

Performance Measures:

Pontotoc High School will use a combination of state accountability assessments, college and career readiness indicators, and school-specific growth metrics to measure the success of the 5x5 block schedule over a five-year period. Performance targets will focus on academic achievement, student growth, college readiness, and career preparation for all students. The innovative schedule should have a lasting impact on the learning of all students at PHS. The data sources for measuring progress are as follows:

1. **MAAP Test Data:** Increase the percentage of students scoring Proficient (PL 4) or Advanced (PL 5) in all tested areas, with specific focus on math and ELA growth indicators.

	Algebra I Prof	English II Prof	Biology I Prof	US History Prof	Algebra I Growth ALL	English II Growth ALL
Year 1	65%	51%	70%	72%	74%	66%
Year 2	68%	54%	72%	75%	77%	68%
Year 3	71%	57%	74%	78%	80%	70%
Year 4	74%	60%	76%	80%	83%	72%
Year 5	77%	63%	78%	82%	86%	74%

2. **College & Career Readiness-ACT & ACT WorkKeys:** Improve average ACT composite score for 11th- and 12th-grade students. Additionally, increase the percentage of students earning a Silver or higher on ACT WorkKeys by their 12th-grade year.

	11th Grade ACT Composite Avg.	12th Grade ACT Composite Avg.	12th Grade WorkKeys Silver (%)
Year 1	16.1	17.9	71%
Year 2	16.6	18.4	74%
Year 3	17.1	18.9	77%
Year 4	17.6	19.4	80%
Year 5	18.1	19.9	83%

3. **English Learner Progress (ELPT):** Increase the percentage of ELs meeting growth towards proficiency. We will not be including Year 1 Newcomers in our data since this will be their initial year of taking the ELPT.

	EL Growth 9-12 (%)	EL Growth Non-LTEL (%)	EL Growth-LTEL (%)	EL Growth Dual Sp/EL %
Year 1	67%	72%	65%	53%
Year 2	68%	73%	66%	54%
Year 3	69%	74%	67%	55%
Year 4	70%	75%	68%	56%
Year 5	71%	76%	69%	57%

4. **Advanced Placement (AP) and Dual-Credit College Course Participation and Performance;** For 11th- and 12th-grade students, PHS aims to increase AP and dual-credit course enrollment, increase AP exam pass rates (score of 3+), and increase dual-credit course success rate (C or higher).

	AP/Dual Credit Participation %	AP Exam Pass Rate %	Dual Credit Success Rate %
Year 1	18%	40%	85%
Year 2	21%	42%	86%
Year 3	24%	44%	87%
Year 4	27%	46%	88%
Year 5	30%	48%	89%

5. **Career & Technical Education (CTE) & Industry Certifications:** Expand CTE enrollment and increase the number of students earning CTE diploma endorsements at graduation.
**Please note: PCSD utilizes the Pontotoc County School District's career and technical education center through a partnership and enrollment is limited.*

	CTE Diploma Endorsement (%)
Year 1	14%
Year 2	16%
Year 3	18%
Year 4	19%
Year 5	21%

Waivers Requested:

Requested Waiver(s) from State or Local policies, Requirements, or Restrictions	District Rationale for Request:	MDE Response	MDE Rationale for Waiver Approval or Disapproval
<p>2.2 The professional (certified) staff in each school shall not have more than 5% of Full Time Equivalent (FTE) units working outside of the areas of endorsement.</p>	<p>Allows the district to hire highly qualified instructors for Career Technical Education (CTE) courses, many of whom have relevant industry experience but may not have traditional teaching endorsements.</p>	<p>No</p>	<p>House Bill 1388 allows the district to apply on behalf of a candidate to obtain a five-year expert citizen license which allows industry experts to acquire a teaching license to teach CTE courses.</p>
<p>13.2 The school district must ensure that during the academic year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, and innovative programs authorized by the State Board of Education.</p>	<p>Pontotoc High School is asking for this waiver to implement a 5x5 Master Schedule transitioning from a 4x4 block schedule to a 5x5 block schedule, a model that enhances instructional quality, expands student opportunities, and directly addresses challenges related to seat time compliance, course accessibility, and equity.</p>	<p>Yes</p>	<p>The MDE will allow the instructional time waiver not less than 112 hours per Carnegie Unit and 56 hours per 1/2 Carnegie unit that provides for the flex block.</p>

13.3 No more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day.	Additional professional development days are essential to implement continuous improvement practices, PDSA cycles, and personalized instructional methods, and to support teachers in aligning instruction with new innovation goals.	Yes	The MDE grants Pontotoc High School two (2) additional 60% days of the 180 days.
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01.D. George County High School: RENEWAL

School of Innovation Plan Synopsis:

GCHS is requesting to renew the School of Innovation Plan to be able to continue to offer students the opportunity to partner with Mississippi Gulf Coast Community College (MGCCC) and possibly additional future colleges to offer a wide range of dual credit and dual enrollment classes through the Middle College Program (MCP). Through the MCP program, GCHS's qualified students have been able to earn an associate degree during their senior year of high school. The MCP is offered to all qualified students in 10th grade to begin their junior year of high school.

GCGS 5 Year Performance Data

Year	2024	%	2023	%	2022	%	2021	%	2020	%
% of Grads	255	100.0%	245	100.0%	244	100.0%	255	100.0%	261	100.0%
# of Acad. Grads.	19	7.45%	20	8.16%	14	5.74%	N/A		N/A	
# Dis. Ac Grads.	42	16.47%	38	15.51%	46	18.85%	N/A		N/A	
# CTE Grads.	101	39.61%	72	29.39%	12	4.92%	N/A		N/A	
# meeting ACT BM				4.08%						
# of AA Grads.	0	0%	10		6	2.46%	8	3.14%	6	2.30%
# of Coll Cred Hrs.	1932		1127		1291		1318		1120	
Ave. Course hrs. Per Grad.	7.6		4.6	96%	5.3		5.2		4.3	
Grad. Rate		94.20%		<5%		94.30%		98.10%		93.10%
Retention Rate		<5%		73.80%		<5%		<5%		<5%
Students Meeting ACT/WK Benchmarks		74.80%				52%		32.60%		32.60%

ACT WorkKeys										
YEAR	2024	2023	2022	2021	2020					
# of Testers	206	185	55	13	None					
% Platinum	5.83%	3.78%	10.91%	7.69%						
# Gold	20.87%	18.92%	18.18%	38.46%						
% Silver	44.17%	43.24%	38.18%	30.77%						
% Bronze	26.70%	25.95%	25.45%	15.38%						
% Below	7.77%	8.11%	7.27%	7.69%						

Performance Measures:

1. Academic Achievement

- **Target:** At least 100% of students enrolled in the program achieve a passing grade of C or higher in their college courses.
- **Measurement:**
 - Monitor dual credit grades and collect dual enrollment course grades
 - Conduct regular academic performance reviews – Counselors and Assistant Principal
- **Data Used:**
 - SAMS grading system
 - Transcripts and grade reports

2. College Credit Accumulation

- **Target:** Students earn an average of 10-29 college credits for dual credit classes and 60 college credits for the Middle College Program – earning associate’s degree
- **Measurement:** Monitor college credits earned by each student in the program
- **Data Used:**
 - SAMS grading system
 - MGCCC transcript and grade reports

3. High School Graduation Rate

- **Target:** Maintain a graduation rate for MCP and dual credit students of 100% for all students at George County High School
- **Measurement:** Track graduation rates of all students in the Middle College Program compared to the overall high school population
- **Data Used:**
 - MSIS Cohort Report
 - Student tracking of progress toward graduation

4. College Readiness Indicators

- **Target:** at least 75% of students demonstrate improved college readiness as assessed by the ACT or ACT WorkKeys
- **Measurement:** Use assessments to evaluate student growth in college readiness skills

- **Data Used:**
 - ACT and ACT WorkKeys
 - Progress Monitoring ACT WorkKeys and ELS College and Career Readiness curriculum

5. Student Retention Rate

- **Target:** Achieve a retention rate of at least 90% for students enrolled in the program from year to year
- **Measurement:** Track the number of students who continue in the Middle College Program each year
- **Data Used:**
 - Class rosters and course selection sheets
 - Counselors meeting with students in program

Waivers Requested: None

01.E. Tupelo School District: RENEWAL

Innovative Plan Synopsis:

In 2019, Tupelo Public School District submitted the initial application for District of Innovation. In that process, TPSD identified 5 goals, which were in line with our mission. After reflecting on those goals, the Innovative Committee realizes more specific and measurable goals should be outlined as part of our long-range goals and next phase as a District of Innovation.

2019 District Goals 1. Increase student achievement across the district. 2. Provide a safe, secure, and orderly environment in all schools. 3. Attract and retain all stakeholders. 4. Maintain sound financial stability. 5. Develop a vision for college and career readiness.

In 2024, TPSD has established more defined district level goals for students that will drive the work and innovation for our schools, Pre-K through 12th Grade. TPSD’s updated goals intensely focus on the results that will ensure success for students as they enter college and careers. TPSD’s plan will address the challenge of differentiating learning and career counseling for students at the secondary level by grouping students by interest, aptitude, and long-range career goals.

2024 – 2029 District Goals Goal 1: By the end of SY 2029, Tupelo students will increase ELA proficiency to 60% and math proficiency to 70%. **Goal 2:** All TPSD Students, Pre-K through 12th grade, will show one year’s academic growth annually. **Goal 3:** All TPSD students will receive programming and counseling that addresses the social and emotional needs of students to ensure their success in school and in life and equip them with the soft skills needed to succeed in the workplace. **Goal 4:** By the end of SY 2029, 60% of seniors will leave THS with 12 hours of dual enrollment and/or Advanced Placement in content areas with the opportunity to earn an associate’s degree

before graduating high school. **Goal 5:** By the end of SY 2029, 70% of 9th grade students will have established interests, enter career academies, and graduate THS with work-based learning experiences in their specific interest areas and/or passing scores on industry certification testing.

TPSD’s 2025- 2029 innovative plan will differ from the traditional school model in the following ways:

English Learner Student Targeted Program and Curriculum Support - Intensive language curriculum for the EL student population, especially within the first 5 years of entering TPSD.

Middle College / Dual Enrollment opportunities for students intending to graduate from high school with both a high school diploma as well as an associate’s degree from Itawamba Community College, our local post-secondary partner.

Career Academies for students entering 9th grade to prepare students for college and/or career readiness with counselors designed to help them acquire skills and abilities for future their specific career paths.

CTE / Work-Based Learning / Industry Certification Programming will be utilized to prepare students for career readiness through career-focused curriculum and community partnerships. District/School of Innovation – Updated Fall 2024 Tupelo Public School District 5

Alternative / Course Curriculum Approach for students that need more intensive support outside of the traditional school model to be successful and prepared for college or career readiness.

STEAM Curriculum beginning in Early Elementary so that TPSD students are exposed to foundational knowledge of Science, Technology, Engineering, Arts, and Mathematics in practical hands-on learning and the career options that these industries provide.

Timeline:

2022-2023	Planning process for 5 Academies & 6 Pathways
2023-2024	Planning process for teacher teams for each career Pathway, including core teachers, elective teachers, and CTE teachers Freshman Academy Implementation
2024-2025	Health and Human Services Academy Implementation
2025-2026	Communications, Arts, & Business Academy Implementation
2026-2027	STEM Academy Implementation

Performance Measures:

Tupelo Public School District will use feedback from teachers and administration, standardized testing, certification processes, and graduation rates to help inform the innovative advisory team of progress towards goals. This data will be collected quarterly and used for reflection on practices and programming.

Performance Target	Year 1	Year 2	Year 3	Year 4	Year 5
Dual Enrollment/AP Placement	555 in AP; 588 in DC; Increase enrollment numbers by 5% each year	583 in AP; 618 in DC	613 in AP; 650 in DC	644 in AP; 683 in DC	676 in AP; 717 in DC
Industry Certification (Pass Rate)	52%	54%	56%	58%	60%
Career Academy Participation	60% of THS students will enter one of the three academies ; Health & Human Services Academy Implemented	80% of THS students will enter one of the four established Career Academies; CAB Academy Implemented	90% of THS students will enter one of the five established Career Academies; STEM Academy Implemented	95% of THS students enrolled in one of five Career Academies	100 % of 9 th graders have established interest and enter one of the five Career Academies and graduate THS with WBL experience in specific interest areas
EL Support and Curriculum ELA Proficiency	District-wide ELA proficiency 53.1%; Growth 67%	District-wide ELA proficiency 56%; Growth 75%	District-wide ELA proficiency 58%; Growth 85%	District-wide ELA proficiency 60%; Growth 90%	All TPSD Students (PK-12) will show one year's academic growth annually
3 rd -5 th PLTW Science Proficiency	74.5% Prof across the district	75%	76%	77%	80% of 5 th graders will show Proficiency

Middle College Participation/ Grad Rate	Since 2019 91% overall 73 graduates Overall 2025 20 Seniors/ Expected Graduation Rate 100%	95% Graduation Rate	95% Graduation Rate	95% Graduation Rate	99% Graduation Rate
Graduation Rate/Structured Day Program entry	Reduce the number of returning students 31%; Graduation Rate 98%	Reduce the number of returning students 29%; Graduation Rate 99%	Reduce the number of returning students 27%; Graduation Rate 100%	Reduce the number of returning students 25%; Graduation Rate 100%	Reduce the number of returning students 23%; Graduation Rate 100%

Waivers Requested:

Requested Waiver(s) from State or Local policies, Requirements, or Restrictions	District Rationale for Request:	MDE Response	MDE Rationale for Waiver Approval or Disapproval
13.1 The teaching day must provide at least 330 minutes of instruction per day. Miss. Code Ann. 37-13- 67.	TPSD requests this waiver to utilize a 5x5 block schedule to enable our district to create schools within school based on the Career Academy Model and support our EL students with the necessary ELA language acquisition skills.	No	It is not needed because the five blocks per day should constitute at least 330 minutes of instruction per day.
13.2 The school district must ensure that during the academic year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half	TPSD requests this waiver to utilize a 5x5 schedule with EL students that will result in 112 hours rather than 140 hours for a Carnegie unit.	Yes	The MDE will allow the instructional time waiver not less than 112 hours per Carnegie Unit and 56 hours per 1/2 Carnegie unit that provides for the flex block.

(1/2) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, and innovative programs authorized by the State Board of Education.			
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01.F. Oxford School District: RENEWAL

Innovative Plan Synopsis:

The Oxford School District’s (OSD) innovative plan aims to comprehensively prepare students for success in college, career, and life by focusing on six (6) goals. Each goal supports high expectations for student learning and a commitment to continuous improvement. Through intentional practices, OSD will ensure every student is ready for the academic, personal, and professional demands of the future.

- Further develop the Portrait of a Graduate implementation throughout all schools by embedding these essential skills in the teaching of Mississippi curriculum standards.
- Continue implementation of the middle college program with Northwest Community College, known as the Scholastic Institute, to expand college and career readiness opportunities.
- Utilize the 5x5 block schedule in all secondary schools (grades 6-12) to provide additional instructional time in core content areas, helping to close achievement gaps.
- Further develop the career technical education (CTE) program to offer internships and work-based learning experiences for all graduates of Oxford High School.
- Utilize improvement science methodology to enhance district systems and student outcomes from the boardroom to the classroom.
- Fully implement the district’s Redefining Ready: PreK to Professional Initiative to ensure that all students are prepared for college, career, and life.

Performance Measures:

Five-Year Performance Targets and Measurement Plan

Performance Area	Year 1	Year 2	Year 3	Year 4	Year 5	Measurement Tools and Data
1. Academic Proficiency	Increase proficiency by 3% in math, ELA, science, and social studies	Increase by additional 3%	Increase by additional 4%	Increase by additional 4%	Increase by additional 4%	State Assessments (Mississippi Academic Assessment Program), Formative and Summative Assessments
2. College and Career Readiness	70% of students meet college readiness benchmarks (ACT, dual-credit completion)	75%	80%	85%	90%	ACT Scores, Dual-Credit Enrollment Records, AP Exam Scores
3. Career Technical Education (CTE) Participation and Certification	30% of high school students earn a CTE certification	35%	40%	45%	50%	CTE Course Completion Records, Industry Certification Data
4. Graduation Rate	92%	93%	94%	95%	96%	Graduation Data from state reports, School Attendance Records
5. Post-Secondary Enrollment and Completion	50% of graduates earn at least 6 college credits	55%	60%	65%	70%	Dual-Credit and Middle College Records, Post-Secondary Enrollment Data (tracked through partnerships)
6. Equity in Access to Accelerated Programs	Increase enrollment of underrepresented groups in AP, dual-credit, and CTE by 10%	Increase by additional 10%	Increase by additional 10%	Increase by additional 5%	Maintain or increase by additional 5%	Enrollment Demographics, Program Participation Data
7. Social-Emotional Learning (SEL) Outcomes	70% of students report improved SEL competencies	75%	80%	85%	90%	SEL Surveys, Behavioral Referrals, Attendance Data
8. Attendance and Chronic Absenteeism	Chronic absenteeism reduced to 15%	12%	10%	8%	6%	School Attendance Records, Chronic Absenteeism Reports

Waivers Requested:

Requested Waiver(s) from State or Local policies, Requirements, or Restrictions	District Rationale for Request	MDE Response	MDE Rationale for Waiver Approval or Disapproval
2.2 The professional (certified) staff in each school shall not have more than 5% of Full Time Equivalent (FTE) units working outside of the area(s) of endorsement.	Allows the district to hire highly qualified instructors for Career Technical Education (CTE) courses, many of whom have relevant industry experience but may not have traditional teaching endorsements.	No	House Bill 1388 allows the district to apply on behalf of a candidate to obtain a five-year expert citizen license which allows industry experts to acquire a teaching license to teach CTE courses.

<p>13.1 The teaching day must provide at least 330 minutes of instruction per day. Miss. Code Ann. 37-13- 67.</p>	<p>Due to non-traditional scheduling of the middle college students at the high school level, exemption from the 330 minutes of instruction per day would allow students flexibility to attend both high school and college classes during the academic day.</p>	<p>No</p>	<p>The Middle College High School does not require waivers or exemptions to implement.</p>
<p>13.2 The school district must ensure that during the academic year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, and innovative programs authorized by the State Board of Education.</p>	<p>Flexibility is needed to implement the 5x5 block schedule, which allows for increased instructional time in core areas, targeted interventions, and a more intensive focus on subjects where students need support.</p>	<p>Yes</p>	<p>The MDE will allow the instructional time waiver not less than 112 hours per Carnegie Unit and 56 hours per 1/2 Carnegie unit that provides for flexible scheduling of the Academy model.</p>

<p>13.3 No more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day. Miss. Code Ann. § 37-151-5(j).</p>	<p>Additional professional development days are essential to implement continuous improvement practices, PDSA cycles, and personalized instructional methods, and to support teachers in aligning instruction with new innovation goals.</p>	<p>Yes</p>	<p>The MDE grants Oxford two (2) additional 60% days of the 180 days.</p>
<p>27.1 In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.</p>	<p>Over an academic year, students will exceed the minimum number of activity-based instructional minutes while providing flexibility to the overall scheduling process.</p>	<p>Yes</p>	<p>Students will still acquire the required activity-based instruction annually.</p>