

BOARD APPROVED

6-21-2015

Nettleton School District
High School Restructuring Plan

August 2015

Implementation Plan for
Nettleton High School
and
Nettleton Junior High School

Nettleton School District

High School Restructuring Plan Team Members

Rhonda Patterson	Board of Trustees President
Michael Cates	Superintendent
Mark Hitt	Curriculum and Testing Coordinator
Van Ross	Federal Programs Director
Pasteia Garth	Asst. Director of Curriculum Services
David Tutor	Director of Special Services
Robert Black	Director of School Improvement
Billy Tacker	Nettleton High School Principal
Kenya Topps	Nettleton High School Counselor
Ray Weeks	Nettleton Junior High Principal
Angela Smith	Nettleton Junior High School Counselor
Angela Hendrix	Nettleton Upper Elementary School Principal
Nikki Buchanan	Nettleton Primary School Principal

Signature Page

Rhonda Patterson

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Board of Trustees President

Michael Cates

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Superintendent

Mark Hitt

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Curriculum and Testing Coordinator

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Nettleton High School Principal

Kenya Topps

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Nettleton High School Counselor

Ray Weeks

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Nettleton Junior High Principal

Angela W. Smith

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Nettleton Junior High School Counselor

Angela Hendrix

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Nettleton Upper Elementary School Principal

Nikki Buchanan

Nikki Buchanan

Nettleton Primary School Principal

2015-2016 District Data

Data Summary : The following gives an overview of student population and performance.

Estimated Enrollment by Grade

Grade	Number Enrolled
Pre-Kindergarten	N/A
Special Education Pre-K	N/A
Kindergarten	100
Special Education Kindergarten	N/A
Elementary Special Education	*
Grade 1	120
Grade 2	110
Grade 3	95
Grade 4	83
Grade 5	99
Grade 6	108
Grade 7	111
Grade 8	100
Grade 9	117
Grade 10	112
Grade 11	92
Grade 12	64
Secondary Special Education	14
Secondary GED	0
Total Enrollment	1225

Estimated Enrollment by Sub-Group

Sub-Group	Number	Percent (%)
Female	690	51
Male	660	49
Asian	*	*
Black	329	24
Hispanic	11	*
Native American	*	*
White	1009	75
Multi Racial	*	*

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

Graduation Rate	73%
Drop Out Rate	19%
Daily Average Attendance Rate	97%
Teacher Attendance	97%
Economically Disadvantaged	84%
Limited English Proficient	0
Students w/Disabilities	15%

Most Recent Performance Data: 2013-2014 District Data

MCT2 Data--Percentage of Students Scoring Proficient and Advanced

Grade	Language Arts	Math
Grade 7	62%	69%
Grade 8	47%	55%

SATP2--High School Subject Area Tests

Subject	# Tested	Mean Scale Score	% Passing
Algebra I	87	655	87%
Biology I	92	651	82%
English II	65	649	72%
U.S. History	81	648	75%

Area for Study # 1: Effectiveness of Teachers and Leaders

Impact Goal: 90% of students are proficient and show growth in all assessed areas.

Design Principles: Require Powerful Teaching and Learning, Redefine Professionalism, Leadership, Purposeful Design

Timeline: 2015-2016 School Year

Indicator	Action Steps	Responsible Party	Resources	Evaluation
2.8 Teacher Talk Dominates Instruction.	Build Teacher Capacity through Professional Development and/ Ongoing Professional Learning Communities	Building Level Administration and Curriculum Director	PLC Resources for Activities Professional Development on Effective Classroom Instruction	Walk through evals using a likert scale 1-5.
2.11 Teachers' use of narrow range of assessment strategies limits their understanding of students' knowledge and skills.	Include PLC Trainings to Include Staff Development on the Following: Formative/Summative Assessments, Data Analysis, Data and Classroom Instruction	Building Level Administration and PLC Leader	Literature about Effective Assessments	Track formative and summative assessments using technology and drop ins
4.1 Teachers observe Peers in Practice for the Purpose of Giving and Receiving Feedback for Revision and Improvement.	Train Teachers on Peer Observation/MSTAR Teachers Conduct two Peer Observations a year with guidelines for Each	Building Level Administration Teachers	Certified Staff Meeting Location	Teacher observation forms.
5.11 The Principal establishes a clear , collaborative decision making process so that staff works together to make decisions that advance the mission of the school.	Develop an advisory team of teachers, administrators, and support staff to establish clear, collaborative decision making that supports the district's vision.	Administration, Teachers, Support Staff	Time Personnel	Minutes and agendas from meetings
6.4 The District Office is aware of Separate Professional Development Requirements set	Professional Development will be reflective of teacher choice based on individual need.	Administration, Teachers, PLC Leader	Time Personnel	Needs assessment, PLC notes, PD agenda

forth by the network.	PLC's will be Conducted by Subject Matter.			
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Area for Study # 2: College and Career Readiness- Degree Attainment

Impact Goal: Nettleton School District graduation rate will increase to greater than the state of Mississippi goal of 85% by 2018-19.

Design Principles: Ready for College and Career, Personalization

Timeline: 2015-2016 School Year

Indicator	Action Steps	Responsible Party	Resources	Evaluation
1.2 Students are allotted time to receive academic assistance (ie. regular scheduled meeting with staff member, tutorials).	<p>Create After School Tutoring with a rotation of Math/Science and Lang. /History.</p> <p>Other individualized tutorial during the school day.</p>	All Certified Staff	Targeted Scheduling Assessment Data	Tutorial schedules
1.4 Students are aware of college, career and post secondary opportunities and resources, e.g. study groups, tutoring center, library and office hours.	<p>Plan and create a career expo once a 9 weeks or twice a semester 7-12.</p> <p>Expose students to a different career in 60 seconds.</p>	All Certified Staff	Counselors, Professionals, Skilled Laborers, Community	Pictures, sign in sheets, expo plan
3.5 Students explore and identify their interests.	<p>ICAP Career in 60 seconds</p> <p>Real World Workshop, career expo, mobile unit</p> <p>Field trips on educational topics (one per year)</p> <p>Career Fair in Jackson</p>	All Certified Staff	Administration, ICT Teachers, Counselors	report

<p>3.10 The school distributes newsletters or other forms of communication to provide updates and information frequently .</p>	<p>Newsletters published through social media, world wide web, and on paper sent home with students.</p> <p>Newsletter posted in office.</p>	<p>All Certified Staff</p>	<p>Time /Paper</p>	<p>newsletter</p>
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In addition to the district's restructuring plan, the district strives continuously to meet the following requirements:

- Reduce the retention rates in kindergarten, first, and second grades through progress monitoring and targeted interventions.
- Target subgroups that need additional assistance to meet graduation requirements through RTI and Required Career Counseling.
- Address how students will transition to the home school district from the juvenile detention center through a process outlined in the Nettleton Alternative School Handbook.