



# TPSD District of Innovation Comprehensive Needs

January 22, 2019



# Agenda

- District of Innovation Process
- Stakeholder Meeting Participation
- Comprehensive Needs Assessment [CNA] Survey Participation
- Overall Participation
- Feedback Synthesis Process
- Greatest Needs



# District of Innovation Process

- **September – December 2018** – TPSD greatest needs feedback and synthesis
- **January 2019** – TPSD greatest needs share out
- **January – April 2019** – Deep dive into innovative program research and development related to the TPSD identified greatest needs
- **May – July 2019** – Utilize TSPD greatest needs and District of Innovation to inform student-based budgeting process
- **August 31, 2019** – Submit official letter of intent for District of Innovation application to MDE
- **November 1, 2019** – Submit District of Innovation application to the designated MDE office for start in the 2020-2021 school year.



# Stakeholder Meeting Participation

| Stakeholder Group             | Meeting Date       | Attended [Invited]              |
|-------------------------------|--------------------|---------------------------------|
| TPSD Principals and Directors | September 26, 2018 | 23 participants [26 invitees]   |
| TPSD Board                    | October 30, 2018   | 10 participants* [5 invitees]   |
| TPSD Teacher Advisory         | November 2, 2018   | 13 participants [14 invitees]   |
| TPSD Counselor Advisory       | November 29, 2018  | 13 participants [18 invitees]   |
| TMS Student Council           | November 30, 2018  | 6 participants [12 invitees]    |
| Community Meeting I           | December 4, 2018   | 32 participants [57 invitees**] |
| Community Meeting II          | December 5, 2018   | 27 participants [57 invitees**] |
| THS Student Council           | December 11, 2018  | 17 participants [24 invitees]   |
| Faith-based Community Meeting | December 14, 2018  | 4 participants [23 invitees]    |
| Parent Advisory               | December 14, 2018  | 8 participants [19 invitees]    |
| TPSD Curriculum Coaches       | December 14, 2018  | 6 participants [8 invitees]     |
| Community Meeting III         | December 19, 2018  | 11 participants [**]            |
| EL Advisory                   | January 11, 2019   | 7 participants [50 invitees]    |

\*Some TPSD Directors participated which increased the participation number \*\* All participants that did not attend community meeting I or II were invited to meeting III



# CNA Survey Participation

| School                      | Faculty/Staff Member | Parent     | Student   | Community Member | TOTAL      |
|-----------------------------|----------------------|------------|-----------|------------------|------------|
| King Early Childhood Educa  | 14                   | 14         | 0         |                  | 28         |
| Carver Elementary           | 18                   | 9          | 1         |                  | 28         |
| Thomas Street Elementary    | 31                   | 35         | 0         |                  | 66         |
| Parkway Elementary          | 18                   | 16         | 0         |                  | 34         |
| Joyner Elementary           | 28                   | 21         | 0         |                  | 49         |
| Lawhon Elementary           | 16                   | 20         | 1         |                  | 37         |
| Pierce Street Elementary    | 35                   | 14         | 0         |                  | 49         |
| Lawndale Elementary         | 19                   | 10         | 0         |                  | 29         |
| Rankin Elementary           | 18                   | 15         | 0         |                  | 33         |
| Milam Elementary            | 34                   | 15         | 0         |                  | 49         |
| Tupelo Middle School        | 28                   | 26         | 1         |                  | 55         |
| Tupelo High School          | 53                   | 71         | 40        |                  | 164        |
| Tupelo Career - Technical C | 10                   | 0          | 0         |                  | 10         |
| Fillmore                    | 18                   | 0          | 0         |                  | 18         |
| TPSD District Office        | 24                   |            |           |                  | 24         |
| <b>TOTAL</b>                | <b>364</b>           | <b>266</b> | <b>43</b> | <b>55</b>        | <b>728</b> |

\*The TPSD District of Innovation CNA survey was active from October 22, 2018 through November 16, 2018.



# Overall Participation

| Stakeholder Groups | Stakeholder Participants | Survey Groups | Survey Participants |
|--------------------|--------------------------|---------------|---------------------|
| 14 Groups          | 177 Participants         | 28 Groups     | 716 Participants*   |

\*All survey groups that were less than 10 individuals were not included in this analysis. This includes the Carver parents as well as Carver, Lawhon, and TMS students.

| Total Groups | Total Participants |
|--------------|--------------------|
| 42 Groups    | 893 Participants   |



# Feedback Synthesis Process

- **Phase one** – Synthesis of the greatest three to five needs by each stakeholder group based on voting. This process led to **seven identified categories of needs**.
- **Phase two** – Synthesis of the greatest needs discussed by each stakeholder group but not prioritized. This process led to **ten identified categories of needs**.
- **Phase three** – Synthesis of the greatest needs shared in the survey groups. This process led to **six identified categories of needs** that at least one in four of the groups shared and **seven identified categories of needs** that at least one in ten of the groups shared.

| Prioritized Need  | Groups with Prioritized Need   | Comprehensive Priority Level                         |
|---|--|--|
| <p><b>Achievement Gap Closure</b> – Address the achievement gap of underserved students including students in poverty, EL, and SPED; Create targeted programs to meet all needs</p>                 | <p><b>Meetings</b> - TPSD Board, Community Meeting I and II, TPSD Curriculum Coaches, TPSD Principal and Director, TPSD Counselors, EL Advisory<br/> <b>Survey</b> - Community Members, Faculty [ECEC, Parkway, Lawhon, Lawndale, Rankin, THS, Filmore, TCTC], Parents [Lawhon, Thomas, Rankin]</p>        | <p><b>Priority 1</b></p> <p>19 groups</p> <p>45%</p> |
| <p><b>Staffing</b> – Revisit the staffing structure at the elementary level and class structure, Increase diversity of staff, Revisit EL staffing</p>   | <p><b>Meetings</b> – TPSD Teacher, TPSD Counselor, TPSD Curriculum Coaches, Community Meeting III, EL Advisory<br/> <b>Survey</b> – Faculty [ECEC, Joyner, Parkway, Thomas, Pierce, Rankin, Milam, TCTC], Parents [ECEC, Parkway, TMS, THS]</p>  | <p><b>Priority 2</b></p> <p>17 groups</p> <p>40%</p> |
| <p><b>Social Emotional Supports</b> – Increase wrap around services, Utilize trauma informed care, Offer more counseling services, Address bullying / conflict resolution / character education</p> | <p><b>Meetings</b> – TPSD Principal and Director, TPSD Counselor, TMS and THS Student Council, Faith-based Meeting, Parent Advisory, TPSD Board, TPSD Teacher, Community Meeting I and III, EL Advisory<br/> <b>Survey</b> – Central Office, Faculty [Lawhon, Pierce], Parents [Milam], Students [THS]</p> | <p><b>Priority 3</b></p> <p>16 groups</p> <p>38%</p> |

| Prioritized Need   | Groups with Prioritized Need  | Comprehensive Priority Level                         |
|--|---|--|
| <p><b>Career Oriented Pathways</b> – Create clear career oriented pathways, Educate students and parents on options, Increase organizational partnerships and opportunities, Focus on employability skills</p>   | <p><b>Meetings</b> – TPSD Principal and Director, TMS and THS Student Council, Community Meeting I / II / III, Faith-based Meeting, TPSD Curriculum Coaches<br/> <b>Survey</b> – Community members, Central Office, Faculty [TCTC], Parents [TMS]</p> | <p><b>Priority 4</b></p> <p>12 groups</p> <p>29%</p> |
| <p><b>Testing vs. Soft Skills</b> – Decrease focus on state standardized testing, Shift focus to ACT / AP exam prep, Create developmentally appropriate soft skill based curriculum at all grades</p>  | <p><b>Meetings</b> – TPSD Counselors, Community Meeting II and III, THS Student Council, Parent Advisory, TPSD Curriculum Coaches, TPSD Teacher, Faith-based meeting, EL Advisory<br/> <b>Survey</b> – Community members, Parents [Parkway, THS]</p>  | <p><b>Priority 4</b></p> <p>12 groups</p> <p>29%</p> |
| <p><b>Communication and Community</b> – Strengthen public relations, Increase parent and family involvement through streamlined communication at school and grade levels, Share tools for parents to help students including videos and online links</p> | <p><b>Meetings</b> – Community Meeting III, TPSD Board, TPSD Teacher, Parent Advisory, EL Advisory<br/> <b>Survey</b> – Faculty [ECEC, Lawhon], Parents [Joyner, Parkway, Thomas, Rankin, Milam]</p>  | <p><b>Priority 4</b></p> <p>12 groups</p> <p>29%</p> |

| Prioritized Need  | Groups with Prioritized Need  | Comprehensive Priority Level                     |
|---|---|--|
| <p><b>Discipline</b> – Revisit the current discipline policies, Share strategies to increase parent support</p>   | <p><b>Meetings</b> – TPSD Board, Faith-based meeting<br/> <b>Survey</b> – Parents [Lawndale], Faculty [ECEC, Joyner, Lawndale, Rankin, Milam, TMS, THS]</p>   | <p><b>Priority 5</b><br/> 10 groups<br/> 24%</p> |
| <p><b>Safety</b> – Prioritize increased school safety measures</p>  | <p><b>Meetings</b> – TPSD Board, TPSD Teacher<br/> <b>Survey</b> – Parents [Lawhon, Lawndale, THS], Faculty [TMS, THS, TCTC], Students [THS]</p>  | <p><b>Priority 6</b><br/> 9 groups<br/> 21%</p>  |
| <p><b>Pre-K</b> – Create Universal Pre-K for all students</p>   | <p><b>Meetings</b> – TPSD Principal and Director, Community Meeting I and II, Faith-based meeting, TPSD Curriculum Coaches<br/> <b>Survey</b> – Community members, Parents [Joyner], Faculty [Pierce]</p> | <p><b>Priority 7</b><br/> 8 groups<br/> 19%</p>  |
| <p><b>Technology and STEM</b> – Increase focus and funding for technology and STEM initiatives for all students, Increase and update technology in the classrooms with training on technology resources</p> | <p><b>Meetings</b> – None<br/> <b>Survey</b> – Central Office, Faculty [ECEC, Joyner, Parkway, Lawhon], Parents [Lawhon, Rankin]</p>  | <p><b>Priority 8</b><br/> 7 groups<br/> 17%</p>  |

| Prioritized Need   | Stakeholder Groups with Prioritized Need  | Comprehensive Priority Level                     |
|--|---|--|
| <p><b>Quality and Rigor</b> – Increase high quality instruction and rigor in the classroom, Offer more AP classes, Increase life skill class options, Create personalized learning opportunities</p>   | <p><b>Meetings</b> – TPSD Board, THS Student Council, Community Meeting I and III, Parent Advisory, TPSD Teacher<br/> <b>Survey</b> - None</p>                      | <p><b>Priority 9</b><br/> 6 groups<br/> 14%</p>  |
| <p><b>Reading</b> – Emphasize reading across all grade levels with targeted interventions, Create a strong vision and have authentic opportunities for reading and writing in all content areas, Address the diverse needs of EL students in reading development</p> | <p><b>Meetings</b> – TPSD Board, TPSD Curriculum Coaches, TPSD Principal and Director, Community Meeting III, EL Advisory,<br/> <b>Survey</b> – Faculty [Milam]</p> | <p><b>Priority 9</b><br/> 6 groups<br/> 14%</p>  |
| <p><b>Student Grouping</b> – Review flexible grouping, Improve class structure in order to decrease transition time and prioritize relationship building</p>   | <p><b>Meetings</b> – TPSD Teacher<br/> <b>Survey</b> – Faculty [Carver, Joyner, Parkway, Thomas]</p>  | <p><b>Priority 10</b><br/> 5 groups<br/> 12%</p> |



# TPSD Greatest Strengths – Community Perspective

• “The rich resources and professional development offered to our employees is superior to many other districts. The human capital present in our schools (administration, faculty, staff) are the key elements which make implementation of an idea turn into a measurable outcome. TPSD also has fiscal support, which most surrounding districts do not experience, in conjunction with community support.” –  
Community member



# TPSD Greatest Strengths – Parent Perspective

- The Tupelo Public School District is “constantly innovating and seeking to improve.” – ECEC Parent
- “I think the strengths are the faculty and teachers. We have been so pleased with the attention they have been able to give each student on different learning levels. They also make learning fun and innovative. The school system is also very informative. With the use of social media, email, the district website, and paper notes parents can stay aware of upcoming events and policies.” – Lawhon Parent



# TPSD Greatest Strengths – Faculty Perspective

- “I believe the greatest strengths of our district are in the highly qualified personnel, the enrichment and extracurricular offerings to our students, and the high standards to which we hold ourselves and our students.” – Lawndale Faculty
- “TPSD has strong ties to it’s surrounding community. TPSD has a great reputation throughout the state, and most students are prepared for various paths including all range of colleges and careers after matriculating from THS. Students from TPSD are well-rounded because of the variety of classes, electives, and extra curricular opportunities offered throughout the district.” – TMS Faculty



# TPSD Greatest Strengths – Student Perspective

- “The greatest strengths of the Tupelo Public School District are the diversity of the students and the dedication to teaching the students.” – THS Student
- “A big strength of TPSD is the fact that the teachers and staff here have high expectations for excellence. They believe we, as students, can all succeed in life.” – THS Student
- “I love the classroom work, as far as the learning system. I love how they have different activities that everyone can go into to see if that's the thing that they want to do when they get older. The school is very spacious along with classrooms.” – THS Student