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| **Design Principle 1: Ready for College and Career** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovations | New Paradigms |
| **High School Course of Study** | 1.1 | Students are tracked according  to past performance into regular and advanced level courses. | All students are given the option to  take at least one advanced course. All students are given the option to take math and science courses beyond the minimum graduation requirements. | All courses are taught at an advanced or AP level. All students earn credit for mathematics or science courses beyond the minimum graduation requirements. | Every student graduates with the minimum admissions standards for the MS IHL system. All students earn credit for mathematics and science beyond the minimum requirements including physics. |
| 1.2 | Students are allotted time to receive academic assistance (i.e. regular scheduled meeting with staff member, tutorials). | During and after school support is  scheduled on an individual basis, determined by student performance and data. | Schools implement the academic  supports necessary for every student to succeed and graduate college and career ready | Schools revise high school experience of current students based on data collected from graduates. |
| **College Ready Skills** | 1.3 | A curriculum integrating but not  limited to self-advocacy, note taking skills, study skills, research skills, written and oral communication, self-monitoring and time management (college ready skills) exists. | College and career ready skills are implemented throughout the curriculum. | Opportunities for students to practice  college and career ready skills are provided via exhibitions, and/or presentations to authentic audiences. | Every student regularly and successfully demonstrates college and career ready skills via exhibitions, and/or presentations (including a graduation project) to authentic audiences. |
| 1.4 | Students are aware of college, career and post-secondary opportunities and resources , e.g. study groups, tutoring center, library and office hours. | Some students are prepared to make  use of college and career resources. | Every student learns how to make  effective and efficient use of college  and career resources. | Every student is an advocate for their own learning, seeking opportunities for personal growth and success after graduation. |
| **College Credit** | 1.5 | Students develop a four/five year iCAP before the freshman year. | Students review their four/five year  iCAP occasionally with a staff member. | Each student has a well-defined  four/five year iCAP that is continually  monitored and updated to ensure graduation with a career credential or transferrable college credit. | Every student is accepted into a two or four year institution of higher education with credits earned fully recognized without remediation. Or every student graduates with a career credential~~.~~ Students’ acceptance to college is celebrated. |
| 1.6 | Selected students enroll in some college classes. | Most students enroll in some college classes, selected by interest only. | All students are enrolled in and complete college classes with transferable credit. | All students have the opportunity to graduate high school with both a high school diploma and a two- year degree or career credentials. |

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| **Design Principle 1: Ready for College and Career** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovations | New Paradigms |
| **College Going Culture** | 1.7 | Students and families are invited to orientation/open house at the home base community college or university. | Students are given the opportunity to  participate in optional college visits. | Multiple mandatory visits to two or four year institutions take place throughout the year. | Every student and their family visit  multiple colleges and IHL campuses throughout the year. |
| 1.8 | Brochures and literature about financial planning and scholarships are available for students. | Families are invited to presentations  about FAFSA, CFNC, scholarships, and the college admissions process. | Families are supported through FAFSA and scholarship application processes on site. | Schools provide support for every student and family for college admissions and financial aid, including scholarship applications. |
| 1.9 | Some students take the ACT/SAT at some point. | Students have access to take the PSAT/SAT or ASPIRE/ACT in sequence and on time. | Students are given multiple  opportunities to prepare for and participate in the PSAT/SAT or ASPIRE/ACT. | Every student takes the PSAT/SAT or ASPIRE/ACT in sequence and on time. |
| 1.10 | A list of institutes of higher education is posted in the counselor’s office. Displays throughout the school highlight colleges. Students aspire to attend college. | Teachers post information about their  college(s) and discuss their college experiences with students. Frequent conversations exist between students  and teachers with a focus on attending and graduating college. | Students explore the internet and  investigate possible colleges and careers based on their interests. Teachers and students talk daily about setting tangible goals in order to go to college or get a job. Conversations focus on which college to attend or career to plan for, not whether to go to college or work. | Every student completes a formal process through which they are supported by staff in applying to and being accepted at multiple colleges. |
| 1.11 | Students are aware of high growth, sustainable wage career opportunities and qualifications. | Students know or have met a  professional in a high growth, sustainable wage field and are aware of the qualifications for a high growth, sustainable wage career. | Students are paired with professionals in high growth, sustainable wage fields in a formal mentoring program or internship and are aware of the qualifications for a high growth, sustainable wage career. | Every student participates in research or field studies alongside professionals in high growth, sustainable wage fields and understands the pathways to high growth, sustainable wage careers. |

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| **Principle 2: Require Powerful Teaching and Learning** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovation | New Paradigms |
| **Curriculum** | 2.1 | Teachers plan using a variety of  resources but without reference  to local, state or national standards or without consideration of appropriate pacing. | Teachers teach the Mississippi Curriculum Frameworks at an appropriate pace. | Teachers plan instruction around “big ideas” that are mapped to multiple standards and to 21st century skills (e.g. leadership, ethics, accountability, adaptability, initiative, communication, collaboration, social responsibility, wellness, entrepreneurship). | Students identify problems – in their own lives, in their communities, and in the world – and design projects mapped to state and national standards across disciplines that tackle problems in contemporary society. |
| 2.2 | Content is course-specific. | Teachers relate the content from other  courses to connect learning for students  and incorporate literacy and problem solving instruction within each content area or discipline. | Teachers relate the content to other  disciplines and innovative school theme (if applicable) to deepen understanding and connect learning for students, across each school year as well as from year to year. Teachers further promote global awareness and its relevance to the subjects they teach. | Students synthesize relevant knowledge  and skills from their cumulative  experience to design and communicate thoughtful solutions to increasingly sophisticated, authentic problems. In themed schools, authentic problems relate to innovative school theme. |
| 2.3 | There are limited learning activities outside of classroom experiences. | Some teacher-directed learning  activities enrich classroom curricula for some students. | All students participate in purposeful and varied co-curricular learning opportunities that support college and work readiness and school theme (if applicable). | Students design and lead a wide range of co-curricular learning opportunities that support college and work readiness, service learning and school theme (if applicable). |
| **Instruction** | 2.4 | Instruction meets the learning needs of some, but not all, students. | Teachers regularly adapt resources and  instruction to address learning  differences in their students. | Teachers create structures for  personalized learning and teach  students to make informed choices. | Students create their own learning plans with guidance and support from the teacher. |
| 2.5 | There is limited use of technology for instruction. | Teachers integrate and use technology  in their instruction, directing students  in collaborating through technology and modeling use of technology in ways similar to the working world. | Teachers know when and how to use  technology to support teaching and  learning that maximizes students’ development of critical-thinking and problem-solving skills. Teachers create virtual communities that engage students in collaboration with members outside of the school and/or beyond the school day. Teachers empower students to be creators/sharers of content. | With technology, students learn content, discern reliability, apply information, think critically, solve problems, and innovate to demonstrate learning. Students help each other use technology in ways similar to work being done in the working world. Students create functional virtual collaborative communities that include members outside of the school and extend beyond the school day. |

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| **Principle 2: Require Powerful Teaching and Learning** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovation | New Paradigms |
| **Instruction** | 2.6 | There is limited knowledge of a design cycle and its use. | Teachers in multiple content areas  encourage students to apply a design  cycle. | All teachers have committed to a  school-wide design cycle process, and students use the process to tackle problems of contemporary society. | Students have internalized a design  approach to thinking and use design  processes to tackle problems of contemporary society. |
| 2.7 | Teachers provide limited opportunities for students to work in groups. | Teachers organize student learning  teams and teach the importance of cooperation and collaboration. | Teachers organize learning teams  deliberately and teach students how to create and manage their own teams. | Students effectively organize and manage their own learning teams. |
| 2.8 | Teacher talk dominates instruction. | Teachers communicate effectively with  all students. Teachers help students  articulate thoughts and ideas clearly and effectively. | Teachers teach students how to  communicate effectively with each  other and set up classroom practices that require them to do so. Collaboration and discussion among students is pervasive. | Students help each other exercise and  communicate sound reasoning,  understand connections, make complex choices, and frame, analyze, and solve problems. Students clarify ideas and other students’ work during whole-class and small group discussions. Students ask each other to justify their thinking. |
| 2.9 | There is limited use of student engagement strategies. | All teachers adopt a common  instructional framework to make instruction more engaging for all  students and to ensure a coherent and  consistent student learning experience. | Teachers facilitate students’ reading,  writing, thinking and talking daily to develop a deep understanding of core  academic concepts. | Students are reading, writing, thinking  and talking in every classroom every day, without explicit teacher direction, to advance collective and individual understanding of core skills and concepts. |

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| **Principle 2: Require Powerful Teaching and Learning** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovation | New Paradigms |
| **Assessment** | 2.10 | Teachers post learning objectives. | Teachers communicate learning  outcomes and the criteria for success  and assess progress daily. | Teachers routinely share rubrics with  students that clearly communicate  meaningful learning outcomes and criteria for success. Teachers monitor progress throughout each lesson. | Students participate in the development of the criteria for successful demonstration of meaningful learning outcomes. |
| 2.11 | Teachers’ use of a narrow range of assessment strategies limits their understanding of students’ knowledge and skills. | Teachers employ varied assessment  strategies that elicit student thinking  related to learning outcomes. Teachers have a more complete understanding of students’ knowledge and skills. | In addition to a wide range of teacher-  designed assessment strategies,  teachers use protocols for peer- and self-assessment aligned to learning outcomes and criteria. Teachers have a comprehensive understanding of students’ knowledge and skills. | Students exercise choice in determining  how to demonstrate learning outcomes.  Teachers and students share a comprehensive understanding of each student’s knowledge and skills. |
| 2.12 | Teachers primarily use  assessments to assign grades and/or control behavior. | Teachers provide instructional  interventions based on data from assessments. | Teachers provide timely, targeted  opportunities for students to learn and demonstrate particular outcomes  based on data from assessments. | Students monitor their progress on  learning outcomes and engage in multiple, varied opportunities to learn and demonstrate outcomes. |
| 2.13 | Teachers provide limited  feedback to students and/or  parents regarding student progress. Feedback is limited to grades and/or assignment completion. | Teachers regularly provide feedback to  students and parents regarding  progress on specific learning outcomes. | Teachers provide feedback to students  and parents that clearly communicate  students' strengths and specific guidance for continued development relative to learning outcomes. | Teachers and students have ongoing  communication regarding progress  toward learning outcomes and next steps. Students regularly report strengths and plans for continued development relative to learning outcomes to parents. |

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| **Design Principle 3: Personalization** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovation | New Paradigms |
| **Affective (Personal/Social) and Academic Support** | 3.1 | Some planning for  implementation of  advisories/seminars exists. | Advisory courses are provided for some  grade levels. | Advisory/seminar courses with well  developed curricula exist for every  grade level. | There is an advisory or seminar course for every grade level that provides students with affective and academic supports based on students’ personal learning plans and other data. |
| 3.2 | There is a plan to develop  relationships with the students,  staff, and community partners and any higher education partners. | A systemic plan is followed in which  each student is assigned to a teacher-  advisor. The school counselor also serves as an advisor and assists students with their academic and affective needs. | Advisories, personal learning plans,  or other school-wide strategies  are used to know students and their academic and affective needs well. In addition, staff members meet regularly during scheduled times to discuss students’ academic and affective  needs. | A schedule is in place in which school staff and college staff from any higher  education partners meet regularly to discuss students’ progress. Data is used to identify and implement the necessary supports for students. |
| 3.3 | Some online courses are available for students. | A variety of online courses are available  which students may take based on their academic needs. | There is a wide range of online courses  available to students based on their personal interests and academic needs. | The school provides a wide range of high  school and college courses that allow students to be self-initiated and self- paced. Supports are available that help students to complete these courses at a high rate of success. |
| 3.4 | There is a plan to develop academic support programs in order to maximize student growth. | Some academic supports are in place  such as a summer bridge program and  tutoring session times available before and after school. | Academic support programs are in  place during the summer and before,  during, and after the school day such as tutoring sessions and academic support labs. | The school schedule provides varied opportunities for students to obtain additional supports through extended blocks, looping, tutoring and summer programs. |
| 3.5 | Students explore and identify their interests. | Students pursue their interests in a  purposeful manner. | Students pursue their interests with  purposeful and passionate application  of academic concepts and future-ready skills. | Students investigate real world challenges and opportunities locally and globally and apply passion, knowledge and skills beyond the classroom to change the world for the better. |

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| **Principle 3: Personalization** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovation | New Paradigms |
| **Adult/Student Relationships** | 3.6 | A welcome letter is sent to all  incoming students. | The school hosts a welcome and  orientation session for all incoming  students and families. | Staff members visit the homes or the  community of incoming freshmen and  new students to welcome them and begin developing positive relationships. | Staff members visit the homes or the  community of every student annually in  order to maintain positive parent-school relationships and discuss the needs and progress of students. |
| 3.7 | Some teachers meet  occasionally to discuss the  needs and progress of students. | There is a plan to develop a school  schedule that provides time for teachers  to meet at least once a week to discuss the needs and progress of students. | All teachers meet weekly by grade level  or subject area to discuss the needs  and progress of students. | Teachers are grouped by students and  meet during scheduled common planning  times daily to discuss student needs and develop supports. |
| 3.8 | Every student has a teacher-  advisor. | Teacher-advisors meet with their  assigned students once a month. | Teacher-advisors meet with their  assigned students weekly to review  their academic progress. | Teacher-advisors meet with assigned  students at least once a week to review  their progress and provide academic and affective supports as needed. Teacher- advisors are looped to advance with students as they advance through high school and review the students’ personal education plans in order to ensure successful completion. |
| 3.9 | During informal conversations,  students state that they feel their teachers care about them. | Data gathered from sources such as  student surveys indicate that a majority of students feel known and cared for by the adults in their school. | A school-wide survey of the student  body indicates that at least 95% of students surveyed indicate that they feel known, respected, and cared for. | Data from surveys of students and parents indicate that at least 98% of both populations feel that the adults in the school care, know, and respect them. |
| 3.10 | The school distributes  newsletters or other forms of  communication to provide updates and information frequently. | School newsletters and communications  are provided in a language other than  English. | School newsletters and  communications are translated into  every language represented in the student population. | The school website, blogs, tweets, social  media sites and newsletters are translated  into every language represented in the school. Parents, students and other community members are involved in submitting information for the newsletters and communications. |

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| **Design Principle 4: Redefine Professionalism** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovations | New Paradigms |
| **Collaborative Work Orientation** | 4.1 | Principals observe teachers. | Teachers observe their peers in practice. | Teachers observe their peers in  practice for the purpose of giving and receiving feedback for revision and improvement. | All staff members solicit peer feedback in order to advance their own practice. |
| 4.2 | Staff attends staff meetings  and/or common planning opportunities, as appropriate. | Staff meetings and/or common  planning opportunities model collaboration among adults. | Staff meetings and/or common  planning opportunities model inquiry among adults. | Staff is engaged in inquiry around their  practice through sharing their work, student work, and professional dilemmas for feedback and support. |
| 4.3 | Staff rarely collaborates, mostly  regarding behavioral concerns and/or grades. For the most part, teachers plan and reflect independently. | Staff collaborates with peers and, at  times, share expertise for professional learning and improved practice. | Staff regularly collaborates with peers,  shares expertise, and holds themselves accountable for professional learning and improved practice. | Staff regularly collaborates with peers, shares expertise, and holds themselves and peers accountable for professional learning and improved practice. |
| 4.4 | School implements district  protocols for recruitment, interview, and hiring processes. | Principal includes one or more staff in  recruitment, interview, and hiring processes for their specific school. | Principal and staff collaborate on  recruitment, interview, and hiring processes to ensure alignment with the school’s mission. | Staff, parents, and students collaborate on recruitment, interview, and hiring processes to ensure alignment with the school’s mission. |
| **Shared Responsibility and Collaborative Decision Making** | 4.5 | Teachers supervise advisories. | Teachers are developed as teacher-  counselors through a common research- based approach to student  development. | Teachers lead advisories that provide  consistent guidance and support, including the development of personal learning plans and support for emotional, social and academic needs. | All adults in the school assume  responsibility for youth development and each student’s success. |
| 4.6 | Students are organized into  advisory groups and/or project teams. | Peer connections are promoted through  advisory groups and/or project teams | Students have an overt and clearly  delineated mechanism for participating in student development and school success. | Students assume responsibility for positive school and community engagement that contributes to citizenship. |
| 4.7 | Professional development  opportunities are offered to support youth development. | Teachers share strategies for engaging  challenging students. | Teachers collaboratively create flexible  solutions for engaging challenging students. | The school actively engages families regarding successes and challenges that their child faces and works with families to arrive at successful solutions. |
| 4.8 | Principals make decisions  related to school-wide issues and teachers make decisions related to classroom issues. | Staff has some input into school  decisions, including the selection of representatives to decision-making bodies. | All staff work together to make  decisions that advance the mission of the school. | Individuals from all constituent groups are engaged in and can clearly articulate the school decision-making process and the avenues for participation. |

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| **Principle 4: Redefine Professionalism** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovations | New Paradigms |
| **Sustainability** | 4.9 | Knowledge Capture &  Exchange: Staff maintains personal classroom and instructional resources and  units of study. | All staff share resources and units of  study with school-based peers. | All staff post and use resources and  units of study in a shared best-practice library. | All staff routinely vets individual and  shared resources and units of study posted in a shared best-practice library with school-based peers and with peers across the state. |
| 4.10 | Networking: Assigned teachers  participate in scheduled network events. | Teachers initiate participation in  scheduled network events. | Staff participates in peer networks for  the purpose of giving and receiving feedback to advance specific practices. | Staff convene and regularly network with  peers, employers, and experts beyond the school. |
| 4.11 | Communication: Staff members  sometime speak in support of  the school with internal and external stakeholders. | Staff members routinely speak in  support of the school with internal and  external stakeholders. | Staff members speak with confidence  to stakeholders about collectively-made decisions with internal and external stakeholders. | Staff members speak with confidence to  stakeholders about collectively-made  decisions and their alignment with the  school’s mission and vision. |
| 4.12 | Capacity Building: School  participates in network  professional development. | Schools have a mechanism for  disseminating resources and materials  garnered from network professional development experiences. | Schools secure resources and  professional development experiences  aligned with the school’s mission and vision and Design Principles. | Schools have a systematic, internal  process for the on-boarding and  development of new staff and cross- training, capacity building, and continued acculturation of existing staff aligned with Design Principles. |
| **Professional Inquiry** | 4.13 | All teachers participate in  professional development in their content area. | All teachers keep abreast of current  research on student learning and national standards in their content area and consider them in planning and  delivering instruction. | Teachers in all content areas use  research-based tools aligned with national standards to periodically assess and reflect on teaching and  learning in their classrooms. | All teachers engage in a continuous  inquiry cycle with peers using research- based tools aligned with national standards to reflect on and improve their  practice. |

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| **Design Principle 5: Leadership** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovations | New Paradigms |
| **Shared Mission & Vision** | 5.1 | The principal employs tools to  create a mission and vision for  the school. | The principal ensures that the school’s  mission and vision actually drive  decisions and informs the culture of the school. | Staff members work together to make  decisions that advance the mission and  vision of the school and foster understanding among constituent groups. | Staff members engage in a dynamic  process of continuous re-examination and refinement of the mission and vision of the school in order to develop the school’s direction based on previous successes and challenges. |
| **Change Agent** | 5.2 | The principal completes a  school improvement plan and Design Principle Self- Assessment. | The principal ensures alignment of the  school’s vision with the implementation of evidence-based strategies to improve student performance and meet the goals  of the school’s action plan. | The principal acts as a catalyst to seek  new solutions and encourages risk- taking in meeting individual student needs with potentially beneficial  outcomes. | Staff assumes ownership for the  development of new solutions to meet school and individual student needs. |
| 5.3 | The principal allows teachers to  take risks in meeting students’  needs. | The principal and staff creatively seek  opportunities to build new and unique connections between the school and the community to the benefit of school and students. | The principal proactively develops  partnerships with districts and institutions (e.g. higher education colleagues) to the benefit of school and  students. | The principal contributes to leadership  within the district and across the network to advance an innovative educational agenda for all students in  Mississippi. |
| 5.4 | The principal is self-reflective  and occasionally engages in  leadership development opportunities. | The principal reflects consistently and  actively pursues leadership  development opportunities. | The principal builds staff capacity by  encouraging and modeling a self-  reflective culture and providing leadership development opportunities for staff. | Staff and students have opportunities to  build leadership skills and are empowered  to demonstrate those skills in the school, district, and network. |
| **Focus on Powerful Teaching and Learning** | 5.5 | The principal expects teachers  to be a part of a professional  learning community. | The principal convenes staff working  groups to identify instructional trends  across campus. | The principal leads discussions about  standards-based upon research and  best practice. | Staff members assume ownership of  problem identification, solution  generation, and strategy implementation. |
| 5.6 | The principal safeguards  instructional and professional  time in the school day. | The principal monitors instruction in  classrooms daily for full  implementation of the Common Instructional Framework and provides relevant and targeted feedback to teachers. | The principal holds staff accountable  for full implementation of the  Common Instructional Framework and for continuous learning and professional development. | Staff collaborates with peers, shares  expertise, and holds itself and peers  accountable for professional learning and improved practice. |

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| **Design Principle 5: Leadership** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovations | New Paradigms |
| **Focus on Powerful Teaching & Learning** | 5.7 | The principal collects or  receives data. | The principal makes data available to  staff for review and reflection. | The principal facilitates conversations  with staff about the use of data to  improve school performance through systematic collection, analysis and goal setting. | Staff members adopt an action research  orientation that includes the collection of data points, analysis, and goal setting as a result of data review. |
| 5.8 | The principal occasionally  attends school-based and network professional development. | The principal actively engages in  school-based and network professional development. | The principal applies new learning  from professional development to coach and support staff in implementing new strategies. | Staff routinely reflects and collaborates to strategically identify professional development opportunities and participants to advance the school action plan. |
| **Culture of High Expectations** | 5.9 | The principal believes that all  students are capable, with  appropriate supports, of succeeding in a challenging learning environment. | The principal demonstrates evidence of  high expectations for all students that  eliminates tracking and includes both academic and affective supports. | The principal holds staff accountable  for ensuring the success of each  student. | Staff holds peers accountable for ensuring the success of each student. |
| 5.10 | The principal believes that all  staff members, with support, are capable of creating a rigorous and challenging learning environment for all students. | The principal demonstrates evidence of  high expectations for all staff that include routine conversations with staff regarding school standards for rigorous and challenging learning environments for all students. | The principal holds teachers  accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students. | Staff collaborates with peers, shares  expertise, and holds itself and peers accountable for the design and implementation rigorous and challenging learning environments for all students. |

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| **Design Principle 5: Leadership** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovations | New Paradigms |
| **Shared Leadership** | 5.11 | The principal makes decisions  related to school-wide issues. | The principal seeks input from staff into  decisions made at the school, including  active recruitment of diverse representatives on school decision- making bodies. | The principal establishes a clear  collaborative decision-making process  so that all staff works together as appropriate to make decisions that advance the mission of the school. | Individuals from all constituent groups  are engaged in and can clearly articulate  the school decision-making process and the avenues for participation. |
| 5.12 | The principal leads all committees and work groups. | The principal actively encourages  teacher leadership through traditional  school-based leadership opportunities, including department/grade level leaders, school improvement team, etc. | The principal promotes staff  participation in district and external  leadership opportunities and enables staff to lead school-based  conversations about those experiences. | The principal expects and empowers staff and student leadership through the  establishment of clearly defined and promoted leadership deployment pathways. |
| **Collaborative Work Environment** | 5.13 | The principal develops partnerships with staff to the benefit of the school and students. | The principal proactively develops  relationships with students, families, and community partners. | Teachers, parents, and community  members actively participate in the development of a school improvement plan, the Design Principle Self-Assessment, and other school plans. | The principal empowers staff and the  school community to assume ownership of problem identification, solution generation and strategy implementation. |
| 5.14 | The principal designs a schedule and process that includes common planning opportunities. | Staff share instructional practices,  lessons learned, and current challenges with peers during common planning opportunities. | Practice is made public through the  use of school-wide rounds and peer school review, including both internal and external peer observation and  feedback. | Staff members routinely engage in quality assurance processes such as school-wide rounds, peer school review, and collaborative student work reviews to improve instructional practices within specific classrooms and across the school. |

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| **Design Principle 6: Purposeful Design *(for optional consideration)*** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovations | New Paradigms |
| **Autonomous Governance** | 6.1 | A full-time principal has been named and essential staff has been hired. | Adequate instructional and support  staff members have been hired. Along  with the principal, their time is not divided with other schools. | The principal, instructional staff, and  support staff meet consistently to  discuss scheduling and hiring decisions as well as other school operation items in order to make decisions that will best meet students’ needs. The principal and staff members have significant autonomy from undesirable staff transfers and  district level professional development mandates. | The principal and staff members work as a team in which distributed leadership is used and everyone is actively involved in key areas of decision making. The principal and staff meet during scheduled, specific times at least once a week and use their autonomy from district mandates to make decisions and solve problems to create unique instructional designs to meet student needs. |
| 6.2 | The school has a unique school code and a preliminary school budget has been prepared. | The principal and staff meet to review  and discuss the school budget. | The principal and staff meet frequently  to discuss the school budget and make  revisions as necessary. | The principal and staff meet on a  scheduled basis to review the school  budget and make any necessary revisions. The budget is revised as necessary to make decisions that exemplify a flexible use of resources in the best interests of students. |
| 6.3 | The school/program has established an identity and theme. | The school/program actively advertises  their school’s identity and theme and visits middle schools to recruit their target population. | The school/program is autonomous in  making decisions regarding curriculum as related to the school’s identity and theme. | The school/program reaches out to local, state, national, and global organizations to deepen the connection between the school’s identity, theme, and real world applications. |
| 6.4 | The district office is aware of the separate professional development requirements set forth by the network. | The district office has waived required  attendance at some of the district level professional development. | The district office and the school  partner are involved in the decision making process regarding the attendance of the principal and staff at  selected professional development events. | The principal and staff have complete  autonomy regarding attendance at district level professional development events. They attend and implement all network professional development and work together to identify and provide additional professional development. |
|  | 6.5 | The school/program schedule reflects seat-time requirements and individual teacher planning needs. | The principal and staff meet to review  and discuss the school/program schedule. | The school/program schedule is  flexible and responsive to student and staff needs. The principal and staff meet frequently to discuss the school schedule and make revisions as necessary. | The principal and staff meet to review and revise the school schedule as needed to make flexible use of time in the best interest of students and to allow for regular opportunities to learn outside of the classroom. |

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| **Design Principle 6: Purposeful Design *(for optional consideration)*** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovations | New Paradigms |
| **School/ Program Sustainability** | 6.6 | The school/program is known in the community. | The school/program fosters  relationships with business and community partners for community service opportunities, job shadowing opportunities, participation in school projects during the school year, and/or financial support. | The school/program develops business  and community partnerships that expose students to high growth, sustainable wage careers and role  models through internships and other work-based opportunities. | The school/program collaborates with  business and community partners who expose students to high growth, sustainable wage careers and role models and provide opportunities to advance student and teacher learning in these fields. |
| 6.7 | The school/program is supported by the school district and local education partners. | The school/program has scheduled  meetings with key stakeholders  including the school district, higher education, and business and community partners to discuss sustainability of the school. | Short and long range plans for  development and sustainability of the  school/program are available and supported by the school district, higher education, and other partners. | A plan for the sustainability of the  school/program is embedded within the  vision of the school district and higher education partner and empowers advocates in the broader community. |
| 6.8 | There is a detailed budget plan one fiscal year prior to the current fiscal year. | There is a detailed five year budget plan  for the duration of initial funding. | There is a detailed budget plan to  ensure program sustainability beyond initial funding. | There is a detailed budget plan to ensure program sustainability beyond initial funding that incorporates business and community partner support as well as other stakeholders. |
| **Facilities & Resources** | 6.9 | The school/program has adequate facilities, staffing, and resources to offer required courses. | Facilities, staffing, technology, and  resources support the school/program  model. | Facilities support flexible use of space  and regular collaboration among  students and faculty. Staffing reflects and supports the school/program model. Technology is sufficient to support regular, meaningful use by all. Teachers and students have access to resources that support the school/program model. | The school provides the tools, time and  space for exploration, inquiry and  invention. Staffing, facilities, technology, and resources are sufficient to support a robust program aligned with the school/program model. |

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| **Principle 6: Purposeful Design *(for optional consideration)*** | | | | | |
|  |  | Beginning | Early Steps | Growing Innovations | New Paradigms |
| **Student Recruitment and Selection** | 6.10 | Recruitment materials for the  school are available. | Recruitment materials are aligned with  network focus for the specific  program/model and explain the application process and timeline. | Recruitment materials are aligned with  network guidelines for the  specific program/model, messages are tailored to the target population and clarify the benefits of enrolling. | Recruitment materials aligned with network guidelines and can be  accessed in a variety formats and venues appropriate for the community. |
| 6.11 | A school/program selection  process exists. | The school/program selection process is  reviewed annually by principal and counselor to set appropriate recruitment targets and identify outreach strategies. | Selection tools support the recruitment  goals and gathers the minimum amount of information from student and families needed to make a decision. An identified selection team reviews all applications. | The selection process is legally defensible  and transparent. Staff is involved in the annual review of data and setting yearly recruitment goals to ensure incoming students meet target population. Information gathered through the application is used to develop a support plan for the incoming individual student. |
| 6.12 | The principal recruits in middle  schools during a specified period of time and holds evening meetings for interested  families | The principal meets with staff at the  middle school to build a purposeful recruitment plan that includes classroom presentations with former students, identifying individual students who best fit the school/program and follow up sessions with parents, and reviewing attendance at family meetings to determine if the target population is being reached. | Outreach is considered a year round,  long term strategy. The principal, staff and students explicitly reach out to underrepresented parents and  community groups to build a pipeline of interest to the school. Support is offered to families and interested students to complete the application. | A community approach involving the staff, parents, students, civic leaders and business leaders is executed to reach out to underrepresented parent and community group year round. Community members speak to the value of the school/program and are its strongest advocates. |
| **Collaborative Work Orientation** | 6.13 | Teachers collaborate within the  school/program in their content or with grade level peers. | Staff members collaborate with peers  and share expertise for professional learning and improved practice. | Staff regularly collaborates with peers  across content and grade levels in cross-curricular and vertical development. | Staff regularly collaborates with district,  higher education and business/community partners to provide real-world, engaging learning experiences for all students. |