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| **District and School of Innovation Accelerated Application Rubric Phase I** | |
| **Assurances** | |
| The Assurances form is signed by both the Superintendent and School Board Chair.  (Applications missing this form will not be considered for designation as Innovative Programs.) | * Yes * No |

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| **Summary** | | |
| Minimum Acceptable Points for Consideration of Innovative Status:  **Elementary or Middle School of Innovation: 63**  **Career Academies:70**  **High School or DOI: 65** | | Total Score:  **Elementary or Middle School of Innovation:\_\_\_\_/93**  **Career Academies:\_\_\_\_/104**  **High School or DOI: \_\_\_\_\_\_/97** |
| * MDE has determined that the proposed Innovation Plan is not sufficient to meet the expectations described. | * MDE has determined the proposed Innovation Plan needs substantive revisions to meet the expectations described. | * MDE has determined the proposed Innovation Plan meets the expectations of rigorous standards and, if implemented, can have significant, urgent, and positive impact on student learning. |

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| **District** | **School** |
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| **Contact Name** | **Contact Email** |
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| **Evaluator Name** | **Evaluation Date** |
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| **Component 1 - Mission and Goals** | | | | | | | | | | | | | | | | | | |
| 1. The Innovation Plan articulates mission and goals that reflect elevated expectations for student learning, including college and career readiness. The plan explains how innovation status will meet the district’s and/or school’s measurable mission and goals. This component should include college and career readiness, student aspirations, defined and measurable student achievement and a commitment to equity. | | | | | * Mission and goals are clearly defined and measurable. * Provides a clear and concise picture of what the school wants to achieve, the unique focus of the school, and the student population and community to be served. * Plan explains how the innovative status will help meet the mission and goals. * The mission and goals include college and career readiness, student aspirations, defined and measurable student achievement, and a commitment to equity. | | | | | | | | | | | | **Score: \_\_\_\_\_/4** |
| 1. The Innovation Plan provides a clear and compelling rationale for innovation. Is the plan something different that enhances student learning outcomes or the learning environment? | | | | | * Provides clear and compelling rationale for innovative changes within the district or school. * Fully explains how innovation status will ensure a greater level of success for student learning and outcomes with concrete examples. * Fully explains the rationale for why the district or school is selecting innovation status. * Gives in-depth description of the barriers or roadblocks to successful implementation. | | | | | | | | | | | | **Score: \_\_\_\_\_/4** |
| 1. Explain how the innovative program is designed to impact student learning and how it will equip students with college and career-readiness skills. | | | | | * Fully explains how the innovation plan will affect student learning, achievement and outcomes compared to the district/school’s traditional model. * Describes how increases in college and career readiness skills will be a direct result of the innovation plan. * Measurable goals are identified for academic achievement and success. * Gives in-depth explanation for how the plan will improve student learning. * Explains why the proposed innovation program is more likely to succeed compared to the traditional structure of the district/school. | | | | | | | | | | | | **Score: \_\_\_\_\_/5** |
| 1. Explain how the innovative program will differ from a traditional school model and what makes the proposed plan innovative. | | | | | * Articulates proposed changes to the school calendar and schedule. * Explains any proposed changes to curriculum and instruction including how these changes will lead to increased student achievement. * Discusses special academic/curricular themes the innovative district/school will feature, if any. | | | | | | | | | | | | **Score: \_\_\_\_\_/3** |
| 1. Identify the annual district/school performance targets for each year of the innovation plan. This should include no less than five years of projections. | | | | | * Fully explains how student learning and performance will be comprehensively measured by multiple sources of evidence and/or data. * Describes the process of data collection and analyzation. * Explains fully how the district will utilize this data and how it will be disseminated throughout the district/school and to the community at large. | | | | | | | | | | | | **Score: \_\_\_\_\_/3** |
| **Component 1 Score: \_\_\_\_\_\_\_\_\_/19** | | | | | | | | | | | | | | | | | | |
| **Component 2 - Innovative Program Design and Structure** | | | | | | | | | | | | | | | | | |
| 1. Justify any proposed changes to the school calendar and master schedule. | | | | | | | | | * Clearly and completely describes changes to the school schedule. * Clearly and completely describes changes to the calendar. * Articulates how the changes will address current barriers. * Articulates how the changes will lead to increased student achievement. | | | | **Score: \_\_\_\_\_/4** | | | | |
| 1. Fully explain cross-grade articulation in the new innovative program. Describe the overall five-year structure and plan regarding teacher teams, curriculum, and instruction across grade levels. How does the cross-grade articulation affect students’ college and/or career aspirations? Explain how the innovative program creates a clear, consecutive, and logical program of study with a definitive course sequence that leads to college and/or career readiness without the need for remediation or additional certifications.   **(For Career Academies Only)** | | | | | | | | | * Teacher teams and the overall five-year structure are defined. * Cross-grade articulation explains how student’s college and career plans are met. * A logical program of study leads to college and/or career readiness without the need for remediation or additional certifications. | | | | **Score: \_\_\_\_\_/3** | | | | |
| 1. Describe the process by which students will be selected or enrolled in the innovative program including any description of target populations. The recruitment/selection process is written, open to any student, and is public. Plans for orientation of both students and parents is included. The plan should discuss how enrollment reflects the district/school’s population. The plan should include a discussion of how students with disabilities, special pops, English Language Learners, etc. are considered for participation in the innovation plan. The process for student removal from the program is described if applicable. | | | | | | | | | * Recruitment/selection process is public written and communicated to all parents and students. * Orientation plan is included. * Enrollment of students with disabilities, special populations, English Learners, etc. are included in the process and specifically highlighted. * If applicable, the process for student removal is included. | | | | **Score: \_\_\_\_\_/4** | | | | |
| **Component 2 Score: \_\_\_\_\_\_\_\_\_/11** | | | | | | | | | | | | | | | | | |
| **Component 3 - Support for Innovation** | | | | | | | | | | | | | | | | | |
| 1. Support from the Board of Education, Superintendent, Building Administrators, Counselors, and teachers should be fully discussed and verified. It is vital that staff support and understand the innovative initiative and are fully bought in. | | | | | | | | | * Details how the district/school administration will support, supervise, and hold accountable school leadership. * Conveys how the principal supervisor will provide consistent support and accountability to the innovation school principal. * Outlines the district/school’s plan for providing differentiated support to the innovation school. * Letters of Support are included in the application/plan | | | | **Score: \_\_\_\_\_/4** | | | | |
| 1. Describe the instructional materials/resources the district/school will utilize to support the innovative plan and its changes from the traditional model paying close attention to the Mississippi College and Career Standards as well as the innovation model. Explain fully adequate funding for facilities, equipment, curriculum, and materials necessary for success. This should include a well thought out five-year plan that shows building of capacity over time. | | | | | | | | | * The instructional materials/resources are clearly described. * Funding for new materials is explained for the five years of the innovation. * Funding for other aspects of the innovation are also explained for the five year period of the innovation. | | | | **Score: \_\_\_\_\_/3** | | | | |
| **Component 3 Score: \_\_\_\_\_\_\_\_\_/7** | | | | | | | | | | | | | | | | | |
| **Component 4 - Staffing** | | | | | | | | | | | | | | | | | |
| 1. Describe the overall staff organizational chart of the innovation plan. | | | | | | | | | * Identifies the key school administrators, including principal, assistant principal, counselors, and any other leadership positions either in existence or that will be created. * Fully describes the responsibilities of each staff member. * Staff retention and recruitment of new staff members are addressed. | | | | **Score: \_\_\_\_\_/3** | | | | |
| 1. This section should include explanations of how the school will use increased flexibility and autonomy to engage the staff and promote shared leadership. | | | | | | | | | * Fully explains changes or modifications to the standard district/school model and how those changes promote staff cohesiveness and engagement. * Describes how promoting shared leadership amongst the staff fosters collaboration. | | | | **Score: \_\_\_\_\_/2** | | | | |
| **Component 4 Score: \_\_\_\_\_\_\_\_\_/ 5** | | | | | | | | | | | | | | | | | |
| **Component 5 - Professional Development** | | | | | | | | | | | | | | | | | |
| 1. The plan fully outlines any proposed changes or additions to or subtractions from the school’s standard professional development (PD) plan. A complete list of waivers related to PD must be included in this section. | | | | | * Lists and explains all modifications to the PD plan. * Lists all waivers relating to PD. * Includes the common planning or collaboration time, and how such time will be used. | | | | | | | | | **Score: \_\_\_\_\_/3** | | | |
| 1. Districts/Schools of Innovation frequently place staff in new and innovative roles that they often have little experience with. Because of this, a rigorous professional development plan must be part of the plan for innovation. Describe the professional development plan for each group of staff members. Include as many specifics as possible. | | | | | * Each group of staff members has a detailed PD strategic plan. * Areas of concern and areas that require specialized PD are listed. PD opportunities are categorized. * Lists and details the onboarding process for new teachers to be trained in the innovative school program for better assimilation. * Identifies the expected number of days/hours for professional development throughout the school year and explains how the school’s calendar, daily schedule, and staffing plan will be structured to accommodate this plan. | | | | | | | | | **Score: \_\_\_\_\_/4** | | | |
| 1. Teacher externships with industry partners and/or professional learning are described by the plan. The plan describes how externships/professional development train teachers to better understand the subject areas/industries their students will be entering upon completion of their education. **(For Career Academies Only)** | | | | | * Clearly describes the externships with industry partners and/or professional learning that will take place. * Includes how the teachers will incorporate what they learn into the classroom. | | | | | | | | | **Score: \_\_\_\_\_/2** | | | |
| **Component 5 Score: \_\_\_\_\_\_\_\_\_/ 9** | | | | | | | | | | | | | | | | | |
| **Component 6 - Governance** | | | | | | | | | | | | | | | | | | |
| This section will include how teachers and program coordinators work in collaboration with community stakeholders and industry partners to design the most effective education model possible that leads to college and career readiness. | | * Includes a highly developed plan for collaboration and partnerships directly linked to school strategies. * Sets forth a robust plan for parent, community stakeholders, and industry partners engagement. * Describes fully how the school and district will engage regularly, frequently, and effectively with parents and guardians, local board of education members, and other community members. | | | | | | | | **Score: \_\_\_\_\_/3** | | | | | | | |
| **Component 6 Score: \_\_\_\_\_\_\_\_\_/ 3** | | | | | | | | | | | | | | | | | | |
| **Component 7 - Innovative Teaching and Learning** | | | | | | | | | | | | | | | | | |
| 1. Describe extracurricular, exploratory, co-curricular, experiential and Project-Based Learning (PBL) activities that are planned. The plan articulates changes being proposed to expand beyond the normal school experience and gives detailed descriptions of the expanded experiences. | | | | | | | * Gives in-depth description of the expanded experiences. * Effectively identifies and justifies the need for such experiences. | | | | | **Score: \_\_\_\_\_/2** | | | | | |
| 1. The plan articulates any proposed changes to curriculum and instruction. | | | | | | | * Fully details all changes to curriculum and instruction methods. * Describes the advantages of the changes being proposed. | | | | | **Score: \_\_\_\_\_/2** | | | | | |
| 1. The plan discusses how the new program will exceed learning outcomes of the current/standard model of the district/school. | | | | | | | * Specifically describes how each component of the new curriculum and instruction techniques will produce improved learning outcomes. * Describe how the curriculum is aligned with the MS College and Career Standards. | | | | | **Score: \_\_\_\_\_/2** | | | | | |
| 1. The innovation plan specifically describes the external standards and how the standards are covered through innovative means. | | | | | | | * The state’s college and career readiness standards are present and paramount. * Fully explains how the Innovative techniques and curriculum will lead to complete coverage of the standards while simultaneously improving retention rates and mastery of the standards and skills. | | | | | **Score: \_\_\_\_\_/2** | | | | | |
| 1. The innovation plan details how the new program’s guiding principle is to achieve college readiness for all students without any remediation OR career readiness upon the day of high school graduation. | | | | | | | * The rigorous learning standards should exceed those of the standard school model. * A clear and concise plan should be written with measurable outcomes that completely describes how these two components will be accomplished through the innovative program. | | | | | **Score: \_\_\_\_\_/2** | | | | | |
| 1. Individual Success Plans (ISP) are standard for every student within the innovative program. This plan, beginning at the latest in 8th grade, provides each step for students to fulfill their career aspirations. The ISP will be updated each semester at a minimum. The ISP will include each-and-every step, requirement, certification, license, etc. necessary to achieve the students’ goals. | | | | | | | * The innovation plan fully explains the ISP process including initial creation, number of counselors, mentors, industry partners, community stakeholder meetings and how often they occur. * The update process is fully fleshed out and easily recognizable. * Special attention is paid to unique requirements for individual students who require specific or additional courses or certifications to enter the college or career of their choice. (e.g., If a student wants to attend a university that requires three years of the same foreign language taken in high school, it should be noted on the ISP prior to the start of their freshman year of high school). | | | | | **Score: \_\_\_\_\_/3** | | | | | |
| 1. The innovative plan must detail all accelerated course options for the students. The plan outlines articulation agreements with both two and four-year institutions of higher learning. The plan should also discuss how the innovative program prepares for or replaces college level courses. The plan should describe which college programs are available at the district/school locale.   **(Not Applicable to Elementary & Middle)** | | | | | | | * The innovative plan lists all accelerated course opportunities available in the district/school. * The plan also provides instructional information as to how the accelerated course systems works and explains in a user-friendly way the procedures for taking advantage of these programs. * The plan shows how the innovative program prepares for or replaces college level course requirements. * Articulation agreements/MOUs are included with the plan. | | | | | **Score: \_\_\_\_\_/4** | | | | | |
| **Component 7 Score: \_\_\_\_\_\_\_\_\_/ 17** | | | | | | | | | | | | | | | | | |
| **Component 8 - Stakeholder Collaboration** | | | | | | | | | | | | | | | | | |
| 1. Stakeholder collaboration is essential for an innovative district/school to operate effectively. The innovation plan discusses alignment with community stakeholders, industry partners, post-secondary institutions, and civic leadership. | * The plan clearly shows how Stakeholders help guide the innovative district/school’s curriculum and teaching methods. * The plan discusses how the relationship between the district/school will operate. * The plan provides information about the responsibilities of the stakeholders. * The plan describes what outcomes will be achieved and all advantages to establishing the partnerships. | | | | | | | | | | **Score: \_\_\_\_\_/4** | | | | | | |
| 1. The innovation plan should include a discussion about aligning the innovative district/school’s instructional practices with the community’s industry, employer base and employment projections. | * The plan allows for volunteerism, apprenticeships, internships, work-based learning opportunities, simulated work environments and additional professional activities with stakeholders. * The plan describes how the district/school will implement cross-curricular academic instruction that is career oriented and in line with stakeholder desires for properly trained students. * The standards being taught should have purpose and importance regarding career readiness. | | | | | | | | | | **Score: \_\_\_\_\_/3** | | | | | | |
| 1. The plan articulates the Work-Based Learning opportunities available through the innovative program.   **(Not Applicable to Elementary & Middle)**  **(Only apply to Career Academies)** | * Work-Based Learning component is fully fleshed out. * The plan describes, in detail, the opportunities students will have to participate and gain Carnegie Units in a robust Work-Based Learning program that aligns to stakeholder needs and recommendations. | | | | | | | | | | **Score: \_\_\_\_\_/2** | | | | | | |
| **Component 8 Score: \_\_\_\_\_\_\_\_\_/ 9** | | | | | | | | | | | | | | | | | |
| **Component 9 - Annual Reporting of Performance Measures** | | | | | | | | | | | | | | | | | |
| 1. The innovation plan thoroughly describes the data to be collected and the proposed schedule of reporting to MDE that backs up the goals and specific gains in academic achievement and career preparedness the school will commit to as a result of securing innovative status. Articulates clear measures for monitoring learning outcomes. | | | * Fully describes what data will be collected. * Fully explains how the data will be analyzed and utilized. * How does the data reinforce the efficacy of the innovation program? | | | | | | | | | | | | **Score: \_\_\_\_\_/3** | | |
| 1. The plan explains innovations around student assessments and data systems, which could include changes to progress monitoring, data-driven practices and differentiated instruction. | | | * How does the data collection and analysis measures include the spectrum of accepted indicators of academic performance (e.g., Attendance, retention, credits earned, GPA’s if applicable, state test scores, ACT/SAT, ACT WorkKeys, graduation rates, college entrance and retention rates if available, industry certifications, etc.) | | | | | | | | | | | | **Score: \_\_\_\_\_/1** | | |
| 1. The plan includes an explanation of how staff will use evidence and data to inform and differentiate instruction. | | | * The plan describes how the data (e.g., grade level, gender, race, ethnicity, free and reduced lunch, exceptionalities, etc.) describes the student body of the innovative program. * Fully explains how the data will show that the innovation plan is equal to or better than the current traditional district/school plan. | | | | | | | | | | | | **Score: \_\_\_\_\_/2** | | |
| **Component 9 Score: \_\_\_\_\_\_\_\_\_/6** | | | | | | | | | | | | | | | | | |
| **Component 10 - Sustainability** | | | | | | | | | | | | | | | | | |
| 1. Explains how the district/school will regularly evaluate the implementation and effectiveness of its plan to ensure continuous improvement. | | | | | | | | | * Fully explains how the district/school will evaluate the implementation and effectiveness of its innovative program. * Continuous improvement can be discerned from the submission of this section. | | | | | | **Score: \_\_\_\_\_/2** | | |
| 1. Fully discuss the financial projections up to and including year five of the innovation plan. Discuss how the district/school intends to sustain the program over the entire five-year timeline. | | | | | | | | | * Includes a full discussion of how the district/school will fund the proposed innovation program. * Includes information if the plan is projected to save money or is funding neutral. | | | | | | **Score: \_\_\_\_\_2/** | | |
| 1. Fully describe the recruitment plan for student participation in the innovation program. Explain how this plan lends itself to program sustainability. | | | | | | | | | * The plan fully explains the student recruitment and/or selection process. * The plan fully explains how this recruitment/selection process will add to the sustainability of the program over the first five years and beyond. | | | | | | **Score: \_\_\_\_\_/2** | | |
| **Component 10 Score: \_\_\_\_\_\_\_\_\_/6** | | | | | | | | | | | | | | | | | |
| **Component 11 - Waivers and Exemptions** | | | | | | | | | | | | | | | | | |
| Identify all requests for waivers and/or exemptions for state or local policies, requirements or restrictions including rationale for the waiver that is connected to the proposed innovation. | | | | * Clearly describes what waivers are requested. * Explains, in detail, the need for each waiver or exemption. * Provides a complete justification of need for waivers. The plan adequately discusses barriers or impediments to successful implementation. | | | | | | | | | | | | **Score: \_\_\_\_\_/3** | |
| **Component 11 Score: \_\_\_\_\_\_\_\_\_/3** | | | | | | | | | | | | | | | | | |
| **Component 12 - Timeline of Activities** | | | | | | | | | | | | | | | | | |
| 1. Includes full timeline of the development, implementation, and sustainability plan. | | | | | | * The timeline includes all work done to date. * The timeline includes the development plan components, the implementation plan components, and the sustainability plan components. * All foreseeable future components of the innovation plan are present and complete. | | | | | | **Score: \_\_\_\_\_3/** | | | | | |
| 1. The timeline details benchmarks for district/schools to achieve in an organized and deliberate manner and expresses a sense of urgency at the district/school. | | | | | | * The timeline benchmarks are easily available in the timeline. * There is an accountability model present in the timeline that discusses the results and/or consequences of unsuccessfully accomplishing benchmarks. | | | | | | **Score: \_\_\_\_\_/2** | | | | | |
| 1. The timeline should be broken down into individual components, to provide for an organized and methodical approach to innovation implementation. | | | | | | * The plan is organized based upon each individual component. * The plan is achievable and fully realistic. | | | | | | **Score: \_\_\_\_\_/2** | | | | | |
| **Component 12 Score: \_\_\_\_\_\_\_\_\_/7** | | | | | | | | | | | | | | | | | |
| **Component 13 - Data Sharing Agreement** | | | | | | | | | | | | | | | | | |
| A Data Sharing Agreement is included in the innovation plan. | | | | | | | | * Completely describes the plan for sharing data between the district/school and any participating post-secondary partners and/or relevant community or industry partners. * Lists all partners who will participate in the data sharing. | | | | **Score: \_\_\_\_\_/2** | | | | | | | |
| **Component 13 Score: \_\_\_\_\_\_\_\_\_/ 2** | | | | | | | | | | | | | | | | | |

**Additional Comments/Questions:**