



SCHOOL DESIGN

FULL IMPLEMENTATION OF

4 Design Principles



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SUPERINTENDENT

INDICATOR	FULL IMPLEMENTATION OF DP1: CORE VALUES & MINDSET
Mission, Vision and Values	School design practices, systems and structures reflect core values of community and are well articulated through a measurable mission and vision. School continuously reviews if all students have opportunities to demonstrate excellence. School vigorously works at meaning-making and all initiatives are aligned toward actualizing a cohesive vision and mission.
Growth Mindset	Student learning and growth for each student is the focus of all schoolwide practices. Staff and students know that mistakes are learning opportunities and thus embrace an iterative process. Staff members see themselves as learners along with students and are continuously looking for ways to develop their knowledge base. Parents understand and support the key assumptions of a growth mindset.
Community-Informed Learning	It is evident that the school is in Hawai'i. Multilingualism is supported, Hawaiian history and culture are honored, and all six HA outcomes are interdependently embedded in school learning, climate and culture. All members of the school community share in the demonstration of HA. The school has clearly defined learner outcomes and a definition of success based on its school design.
Equity and Access	The school is committed to equitable access to quality education for all students. School continuously self-evaluates its efforts based on achievement data to determine if all students are being provided with quality curriculum, instruction, engagement, and differentiated supports within a rigorous teaching and learning environment. Students and parents are partners with teachers in improving practice. Collaborative networks are in place to share effective and best practices. The school is deeply committed to removing barriers that perpetuate an achievement gap.
Leadership Vision	School Principal, teachers and staff work as a team to deliver on a shared, student-centered vision based on a pedagogical or theme-based school model. All aspects of the school are purposefully connected and designed for a powerful teaching and learning experience where students are meeting success. The Principal has established a non-negotiable expectation that all members of the school community are accountable for a safe learning community and positive school culture for student success.
INDICATOR	FULL IMPLEMENTATION OF DP2: CURRICULUM & LEARNING DESIGN
Standards-Based and Industry-Vetted Curriculum	Instructional framework is informed by clearly defined content standards, interdisciplinary standards and college/career pathways with embedded assessments that provide meaningful feedback to students about their learning progress. Teacher personalizes learning based on student interests, needs and aspirations. Students are actively engaged and work collaboratively with peers on relevant and meaningful tasks that connect with industry and community. Teachers have a way of collaborating on and sharing lessons within the school and across the K-12 complex partnership.
Innovation Through Partnerships	School partners with business, industry and community to expand curriculum capacity to support the school design. Teachers' professional development includes opportunities for externships to a variety of employment sites that reflect today's college and career opportunities for students. Curriculum relevance and innovation is accomplished through applied learning, design thinking, project-based designs, early college/early exposure models, internships and service learning embedded into the learning experience for all students.
Choice, Voice and Collaboration	Students have voice and choice in curriculum, and are encouraged to explore new concepts. School structures flexible opportunities for students to create learning projects, engage in authentic research, interact with community beyond the school team, and contribute to problem resolutions with the goal of authentically studying the world around them. Students accept the responsibility to collaborate with peers, educators and community members to design, create, and problem solve through their student learning projects.
Access Through Design	The school design includes multiple means for students to access the curriculum through differentiation strategies, supports and interventions. School regularly evaluates if each student is successfully accessing a balanced and rigorous curriculum. Teachers, students and parents work as partners to support struggling students, and this is a valued and supported part of a continuous improvement cycle. Supports are driven by data reviews to help all student advance to a higher level as soon as they are ready rather than on a restrictive pacing guide. Students personal interests are used as a motivator for higher skill development. Social emotional learning supports are fully embedded into the instructional design of the school.
Learning Materials	Teachers collaborate around the selection of instructional materials that emphasize primary sources, authentic field-based resources, rich and complex text, quality open source documents and teacher created and peer-reviewed materials. Teachers are well versed in vetting quality e-curriculum in alignment with content standards. Students are provided access to an array of quality learning materials and are encouraged to identify additional learning resources to support their projects, research and designs. Curriculum materials are selected as part of a K-12 learning continuum with feeder schools.
INDICATOR	FULL IMPLEMENTATION OF DP3: INFRASTRUCTURE
Technology to Design, Iterate and Collaborate	The school's instructional technology design is driven by the pedagogical approach and the learning deliverables of the school design components. Teachers use technology to extend the capabilities of students to engage in higher sophistication of design, research, interaction, sharing, and creating. Assistive technology resources are regularly assessed, with the support of complex area leaders, to ensure equitable access for students with special needs to advance their learning goal progress. Teachers have the opportunity to access and contribute to quality OER that is shared across the complex and or State.
Multitiered Systems of Support	The school embraces a continuous school improvement mindset reflected in a comprehensive multi-tiered system of supports that includes an actionable data system, evidence-based practices, and family engagement. Early risk indicators are used to identify students for specific and timely supports. The school is connected to a complex level K-12 resource network to respond to the unique learning and support needs of high risk and disengaged students.
Capacity Building	The school has fully adopted a culture of feedback. Professional development is highly valued by the entire staff team as essential to protecting and enhancing teacher and staff capacity to deliver on its mission. School contracts PD efforts based on its core values, design, and needs assessment aligned to the school's academic plan. PD is informed by student data, is job-embedded, is focused on student achievement outcomes, and is immediately relevant. Coaching and job embedded supports are included as valuable components with evidence of improved practice.
Use of Time	Time is a construct of the school design model with high value placed on student and teacher collaboration, on flexibility in support of a dynamic learning environment, and on opportunities to iterate. School creatively uses time to its advantage and cultivates learning opportunities within and outside of the school day and classroom. Time is used in a way to support creativity, exploration, design, peer teaching, research and showcases of learning within a rigorous, standards based instructional framework.
Learning Spaces	School utilizes physical campus, virtual spaces and classroom furnishings to support the school design, reflect college and career related information, provide collaboration space, showcase student created products and engage community. The school and classrooms have "walls that speak" with student work products and spaces utilized purposefully in curriculum delivery. The school facilities reflect student voice, including the voices of students who need additional supports and advocacy. Learning spaces, including equipment, reflect business, industry and community standards.
INDICATOR	FULL IMPLEMENTATION OF DP4: STUDENT LEARNING PRODUCTS & VOICE
Personalized Learning	Teachers provide students with opportunities to engage with learning through pedagogical practices tailored to student's interests and passions, while maintaining a high level of alignment with quality standards. Students have the opportunity to meet competencies using individualized preferences. The school recognizes and celebrates students as bringing to the classroom different learning styles and experiences.
Student Agency	School sets conditions for students to generate solutions to problems, set personal growth goals, and to evaluate self and peer work and learning progress. Students learn how to take responsibility for their learning outcomes and can make connections along the way to personal future aspirations. Students are empowered to lead change efforts in and out of school.
Academic Showcases	School structures a breadth of opportunities for students to participate in competitive academic events, academic showcases, and demonstrations of applied learning. Students work in teams and maintain a positive and supportive spirit with peers as part of the learning experience. The school supports students in engaging in school based, state level, national and global competitions that further develop design thinking skills and academic confidence.
Inquiry and Problem Solving	All students learn how to identify and solve problems using a process that utilizes exploration, investigation, ideation, researching and prototyping, evaluation and reflection. This scientific process is a critical learning process utilized to explore concepts in the curriculum.
College and Career Pathways	The school has adopted a mission, vision and assumption of college and career readiness for all students that is visible and tangible across school activities and connects to the Complex K-12 continuum. The school provides an array of age appropriate opportunities to explore and understand career pathways, including the college process, early college and AP course options, and CTE pathways. Students learn financial management and economic development concepts that empower them to set personal value-based goals.