District Enabling Conditions for Scaling Strategic School Design

Category	#	District Enabling Condition for Scaling Strategic School Design
The Right People in all Schools...	1	A strong teacher pipeline for all schools, together with deliberate, early career support.
	2	Clear and rigorous evidence-based evaluation system for teachers and school leaders that accurately recognizes and supports the retention of the most effective teachers as well as the efficient exit of persistent low-performers.
	3	Teacher and leader compensation models and career paths reward high performers for contribution and increased responsibility.
	4	Strong school leader pipeline across all schools, together with deliberate early career support.
...with effective instructional support	5	All schools have access to rigorous and coherent curricula, aligned to college and career-ready standards, spanning from lesson plans to assessments.
	6	School leaders across all schools demonstrate CCRS understanding, and are employing some management and instructional practices that drive student learning in the context of CCRS.
	7	All staff with responsibility for facilitating teacher collaborative planning and observing and coaching teachers have manageable spans of review and have content area expertise related to CCRS and the school's curriculum and assessments.
	8	Contracts, calendars, and school size support sufficient time for professional learning--at least 90 minutes per week and eight full days per year for teacher collaboration.
...and sufficient and flexible resources	9	Clear and transparent flexibility to vary school designs—including hiring, staffing, schedules, and resource use—based on student, teacher, and school needs.
	10	Sufficient resources to address design-related priorities, including a long enough school day (or financial/contractual ability to extend), additional time and/or attention for students who are behind, and room in the budget to spend beyond the minimum staffing standard.
	11	School size and programming are predictable and enable strategic design priorities.
	12	Partnerships are used strategically. District partners with or supports schools in partnering with community or alternative providers where their services are more efficient and/or effective.
...supported through strong central processes for innovation and continuous improvement	13	School planning process and calendar allow a logical and integrated flow from planning to scheduling to budgeting to hiring and staffing, and includes an effective process for progress monitoring and continuous improvement.
	14	Central costs and service quality are actively managed, and central departments provide integrated support to schools.
	15	Clear and effective process to hold schools accountable to goals.