

MWS Growth Planner-Goal 1 Rubric-Magnolia Magnet Sample

Select the best performance indicator for each objective that most accurately describes your campus. Assign a color for each reporting year. Record the compiled results by filling the selected cell each year as modeled below. (See Sample)

	2020-2021
	2021-2022
	2022-2023

Goal 1: COMMUNICATION – Effectively communicate the work and purpose of Mississippi Whole Schools.

Performance Objective		Emerging	Developing	Accomplishing	Sustained Practice
1a	Create permanent and/or long term art displays and exhibits on the school grounds (indoors and outdoors) so it is visible and evident that the arts are valued and celebrated.	Developing and allocating resources to create permanent art displays and exhibits.	Permanent art displays/exhibits on the school grounds are limited or not student created.	Student created permanent art displays/exhibits are visible on the school grounds (indoors and outdoors) and it is evident that the arts are valued and celebrated.	Permanent art displays/exhibits on the school grounds (indoors and outdoors) follow a logical and intentional schedule , including strategies and plans for upgrades and upkeep.
1b	Create hallways displays throughout the school as clear evidence of student learning through arts integration (The documentation shows student creations and how students engaged in the creative process.)	Hallway displays include academic and art form standards.	Hallway displays provide evidence of student learning through arts integration, yet are limited in discipline and scope.	Hallway displays throughout the school effectively documents evidence of student learning through arts integration in all art forms and engagement in the creative process (i.e. assessment, photos, process, or reflections).	Authentic displays rotate regularly illustrating the breadth of teaching and learning as an ongoing part of the school's culture. Displays across the school demonstrate evidence of student learning and engagement through all art forms and students can clearly articulate the process and goals of the lesson.

1c	Collaborate with school stakeholders to effectively communicate the value of the arts and arts integration.	Recognizes the need to communicate with district leadership the value of arts and arts integration.	Communicates occasionally with district leadership and stakeholders about the value of arts and arts integration.	Engages in ongoing communication with district leadership and stakeholders about the value of arts and arts integration.	Prioritizes effective communication structures with all stakeholders about the arts and arts integration and engages in focused conversations about school goals and values.
1d	Host public events annually for parents, families, and community members to engage and educate on HOW the arts are being integrated throughout the curriculum and WHY the arts are important.	The school hosts parent/family and community arts related performances and events .	The school hosts parent/family and community events and provides highlights on how the arts are being integrated throughout the curriculum and why the arts are important.	The school hosts a minimum of three annual events for parents/family and community members to engage in the artistic process and participate in arts integrated lessons.	Builds and creates a school wide culture in which all families/guardians, staff members, and community members effectively build a collective capacity to engage in conversations about how the arts are being integrated throughout the curriculum and why the arts are important.
1e	Include specific information about arts integration within the school's printed and digital information materials (newsletters, brochures, etc.).	Identifying and developing formats and procedures for including information about arts integration within printed materials.	Information about arts integration strategies is included with the school's printed materials, however, procedural routines are still in development .	Clear and effective information about arts integration is consistently included within the school's printed informational material.	All printed and informational school documents communicate a clear commitment to the arts, arts integration and the participation in the MWS program.
1f	Ensure the school website and social media reflect the school's commitment to arts integration and participation in the MWS program.	The school website includes the MAC and MWS logos .	The school website includes information about their MWS membership in addition to the MAC & MWS logos.	The school website effectively reflects the school's commitment to arts integration and the participation in the MWS program.	The school website and social media presence communicates a clear commitment to the arts, arts integration and the participation in the MWS program.

1g	Include arts and arts integration in the school's vision and mission statements.	Beginning to recognize the need to connect arts strategies with the vision statement.	Communicates vision to the school and community while implementation is not clearly evident and there is limited consideration of the vision in decision making.	Implements a school wide vision that is adopted and embraced by the school's community and works with the leadership team to implement effective instructional strategies to achieve the vision.	Fully develops and implements a school wide vision and mission that includes arts/arts integration adopted and embraced by the school community and builds the capacity of the staff to ensure all instruction strategies and decisions support the vision .
1h	Include school stakeholders at MWS institutes and arts integration training events (community leaders, superintendents, parents, funders, etc).	Developing a plan and identifying resources to include school stakeholders at MWS institutes & arts integration training events (community leaders, superintendents, parents, funders, etc).	The school facilitates and includes minimal stakeholders at MWS institutes and arts integration training events (PTO Representative, Art's Committee Parent Member)	The school facilitates in the attendance of key stakeholders at MWS institutes and arts integration training events. (PTO president, Asst Superintendent, School Board Member, Potential Funders, Local Art Organization Partners, etc)	The school strategically facilitates in the attendance of key stakeholders at MWS institutes and arts integration training events. Evidence of the transfer of knowledge is apparent within events, agendas, and minutes. (PTO president, School Board Present, Asst Superintendent, Potential Funders, Local Art Organization Partners, etc)
1i	Participate in community events to communicate the work of arts integration on the school's campus.	Developing a plan to participate in community events to communicate the work of arts integration on the school's campus.	Identifies and participates in minimal community events to communicate the work of arts integration on the school's campus.	All students and teachers effectively participate in community events to communicate the work of arts integration on the school's campus.	Ongoing active participation in community events and partnerships are formed to communicate and provide resources in the work of arts integration both on and off campus is part of the school's climate and culture.

1j	Ensure all staff can clearly articulate the impact of arts integration for student achievement and success.	School staff members are beginning to understand the purpose of an arts integration instructional approach.	The school staff have the ability to share a general or applied understanding of arts integration and why it is important for student success.	All staff members can clearly articulate what arts integration is, and how the arts are being integrated throughout the curriculum to support student achievement and success .	Staff members clearly articulate the impact of the arts with all audiences , sharing knowledge about how the arts are being integrated, why the arts are important, and its impact on student achievement and success.
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