MISSION: Preparing future scholars, innovators, and world citizens.

- **Scholars** with the academic skills required for postsecondary and global workforce success.
- **Innovators** who create solutions to local and global problems through empathy, creativity, and collaboration.
- **World Citizens** who are respectful, responsible, ethical, and compassionate.

CORE BELIEFS:

PERSONALIZATION: We believe learning is a social process and relationships are important. Scholars that are known as individuals, challenged intellectually, respected, supported, and connected to their learning will be successful.

School Structures

- Small size of the school.
- Facilities support individual and small group learning.
- Scholars take 3 to 4 academic classes at any one time during the school year.
- Reduced teacher academic caseload using alternative scheduling.
- Advisory classes built into the weekly schedule. Advisory is held at least once a week. Scholars maintain the same advisor from year to year.
- Time is built into the weekly schedule for scholars to engage in high-interest and/or academic support seminars (e.g., dance, yearbook, tutorial).

Building Meaningful and Sustained Relationships

- Teacher teams with common scholars discuss scholars’ academic and social / emotional goals and needs.
- Staff advisors are the primary point of contact for the family, and monitor scholars’
personal and academic development.

- Parents feel welcome on campus and know that they can advocate for their children.
- Diverse cultures and experiences of the school community members are respected and valued.

Learning Environment

- Emphasis placed on integrated, problem-based learning that calls on scholars to reflect their personal interests and experiences in their work.
- Scholars maintain a portfolio of work that reflects their unique strengths and goals.
- Internships build relationships by connecting scholars with community members and industry professionals.
- School facilities intentionally designed to foster meaningful collaboration.
- The content and delivery of instruction is culturally responsive.
- All scholars have equitable access to learning (Heterogeneous classrooms).

Scholar Support System

- The primary academic and social-emotional student support occurs in the context of the core classrooms and is supported by the grade level team - rather than additional support classes and programs.
- Scholar support Counselors and outside service providers assist all scholars in being successful.
- Scholar support teams identify and address scholars in need of additional academic, attendance, behavioral, or social-emotional interventions.

AUTHENTIC LEARNING EXPERIENCES: We believe scholars who are challenged intellectually by actively exploring real-world problems value their learning and are motivated to succeed.

Core Academic Program

- Scholars read, write, think and behave like scientists, mathematicians, historians, and artists. They experience investigative, open-ended, problem-based learning (Interdisciplinary).
- Scholars learn to synthesize concepts and ideas for greater understanding and application (Depth vs. Breadth).
• Scholars think creatively by uncovering and clarifying new problems, questions and phenomenon.
• Scholars develop critical reading, writing, and numeracy skills within their projects and across all disciplines.
• Scholars clarify their thinking through writing and presentations of their learning. Scholars demonstrate their understanding by showing what they know through portfolios, writing, presentations and other assessments (Applied Science).

Biotechnology and Medical Science Pathway

• Scholars engage in a demanding technical learning pathway through a cluster of three or more biotechnology and medical science courses.
• Scholars link real-world applications with the core academic program, and learn how professionals think and work.

Work-based Learning

• Scholars work side-by-side with academic and industry professionals to apply academic and technical skills in the work place.

AN ETHIC OF EXCELLENCE: We believe scholars immersed in a school and community culture that fosters excellence will value their own accomplishments and strive for academic and social excellence.

Excellence in Academics

• Scholars focus on mastering essential content standards and skills. They strive to improve and redo work that is not proficient (Revision and Redemption).
• Promotion and graduation based on performance.
• Scholars know what excellent work looks and sounds like.
• Scholars are taught how to set goals and monitor their own progress toward those goals.
• Scholars build and maintain portfolios and document their work.
• Scholars lead their own parent conference.
• Scholars complete multiple drafts and accept critique and feedback from teachers and peers.
• Scholars present their work to peers, staff and community members.
• Scholar understanding is assessed through projects and presentations of learning.

Excellence in Character

• Scholars demonstrate an awareness of and appreciation for differences among human beings and human groups (Respect).
• Scholars give back to the community through service learning (World Citizens).
• Scholars work collaboratively to create solutions for societal problems (Innovators).
• Scholars fulfill their responsibilities as workers and citizens (Ethics).
• Scholars show concern for others and take action to help those in need (Compassion).
• Scholars understand how personal values influence behavior (Integrity).

SKILLED PROFESSIONAL TEACHERS: We believe skilled teachers understand that scholars learn in different ways. They know a great deal about the learning process, and they use this knowledge to make the content accessible for diverse learners and support the learning process.

Making Content Accessible

• Teachers must be experts in their subject matter, the needs of diverse learners, and the learning process.
• Teachers use multiple modalities of instruction to make content accessible to scholars of varying levels.
• Teachers know how to access curriculum resources and use them effectively with scholars.
• Teachers know how to represent the ideas in their content area so they are accessible to scholars with varying levels of prior knowledge.
• Teachers collaborate with colleagues in other subject matters to design lessons that connect scholars’ learning across disciplines.

Understanding the Needs of Diverse Learners

• Teachers are committed to meeting the learning and adolescent development needs of a diverse group of scholars.
• Teachers deliver content in a culturally responsive manner.
• Teachers are skilled at determining what scholars already know, and how to shape
lessons so they learn well.

**Supporting the Learning Process**

- Teachers understand language learning and literacy development to support all scholars well, especially English learner scholars and scholars with learning differences.
- Teachers establish a “student-as-worker; teacher-as-coach” learning environment. They are designers of project-based learning using essential standards and questions to help scholars make meaning of what their learning and cross curricular connections (Using Mind Well, Linked Learning).
- Teachers understand how to enable scholars to critique their own and others learning, and set and monitor meaningful learning goals for themselves.
- Teachers use assessment and data effectively to identify scholars’ strengths and needs, and to help them learn better.
- Teachers are continual learners about their content, the learning process, and how to teach their subject matter.