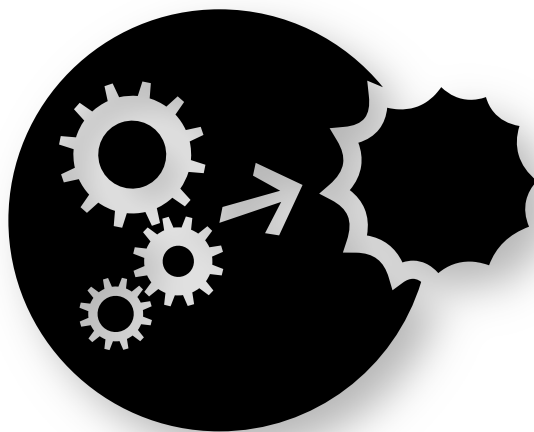




3

School Design Process

What Are the Steps to Re-Designing Schools?
What Are the Priority Focus Areas?



- Professional Capital and Collaboration
- Innovation & Design Thinking
- Rigorous Backwards Design Planning
- Community Engagement and Empowerment
- Personalized Learning Structures (beta)



DELIVERY MODEL^{viii}

- ❖ Great School Exposure
- ❖ School Design Planning Assistance
- ❖ Community Outreach and Networking

The 2016 School Design Cohort will follow the delivery model described below. The approach is intended leverage professional capital and collaboration to create the greatest likelihood of success through the use of a “design year” model. Individual components (marked with *) will operate in beta and may be applied to fewer than all Intensive Support Schools as a pilot, dependent on available resources and capacity.

WHAT:

- Site visits to high-performing schools
- Teacher and staff recruitment
- Convening a design team to develop plans for school culture, curriculum, standards and assessments
- Assembling a strong Site Governance Team (SSC)
- Retaining a technical assistance provider or operations manager to develop an operating plan that includes pre-opening costs, a 3 year budget, and a funding development plan*
- Community outreach and student recruitment

Great School Exposure

1. School Visits

Lessons learned from successful school transformers in Oakland and elsewhere have communicated that it is vital for school design teams to be exposed to the school models and best practices of our nation’s greatest urban schools. It is the goal of the School Design Cohort to facilitate site visits for all Program Implementation Planning Teams. These visitations will be assisted by partner organizations supporting the school re-design efforts. These visits will be tailored to the school team’s specific needs, such as data-driven instruction, where the School Design Cohort will arrange for a school visit to a school leading the nation in using data to drive instruction.

2. Project Based Residencies *

The School Design Cohort will assist in facilitating project-based residencies at high performing schools. The residencies will be for a longer duration than site visits (several days to weeks), and will allow Design Team Leaders and select team members to immerse themselves in the operations of a great school. These residencies will be structured to provide both value for the Design Team member and the host school, with the team member agreeing to take on a meaningful project for the school during the residency.



School Design Assistance

1. Leadership Development

(Support: Annie P./ Supervisors/ Aaron T.)

The School Design Cohort will integrate specific District Leadership Dimensions within the cycles of practice, observation and feedback included in the Program Implementation Planning. These selected dimensions, based on Leadership self assessment, will be explored through structures such as mentorships with experienced School Design Leaders, as well as the use of Critical Friends Groups (CFG's) in order to integrate reflection and job-embedded professional learning.

* All Design Team Leaders will be encouraged to attend selected trainings such as; RELAY (locally sponsored), National Equity Projects' Leading For Equity Training, and/or locally design leadership training in school organizational culture and leadership facilitated by leading national experts in school leadership.

2. Instructional Assistance

(Support: Devin D./ Lisa S./ Phil T./ Nicole K./ Chris C./ Kristina T./ Gretchen L. / Preston T./ Laurie P.)

The School Design Cohort will coordinate content experts within & outside of OUSD who will work with all Program Implementation Planning Teams to assist in developing their instructional coaching abilities, as well as their capacity to use data to drive instruction.

Additionally, all Program Implementation Planning Teams will participate in instructional rounds and extended site visit at school exemplifying best practices, designed specifically to use an instructional and operational matrix to help surface supporting conditions for a given school's best practice.

3. Operations Assistance

(Support: Ruth A. / Lance J. / John K. / Jennifer L. / COO)

The School Design Cohort will coordinate expertise in the areas of finance, facilities, technology infrastructure, and nutritional services that will assist all Program Implementation Planning Teams in developing a school budget and sound operational plan. Additionally, Program Implementation Planning Teams will be able to participate in operational school reviews, during which the Department Managers will be evaluating the operational procedures of existing high functioning schools.

4. Teacher & Staff Recruitment

(Support: Aaron / Jeff / Kafi)

The School Design Cohort will partner with the OUSD Talent Office to recruit high quality teachers and other key staff. Pending contract negotiations, Program Implementation Planning Teams will have an opportunity to implement tested methods used across effective schools in Oakland to interview and assess prospective



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teacher and staff quality. These efforts will be monitored centrally to reduce redundancies and confusion in the case of applicants seeking multiple opportunities among Intensive Support Schools.

5. Site Governance Development

(Support: Curtiss S. / David C. / Ryan P. / Marcus S.)

The School Design Cohort will provide targeted training in School Site council recruitment and outreach. With the assistance of the communications and Continuous Improvement unit, schools will develop a campaign to engage stakeholders in site governance. Once established, Program Implementation Planning Teams and Site Governance Teams (SSC) will receive intensive training on roles and responsibilities, including a pre-post annual self-assessment.

6. School Quality Improvement Plan Review

(Support: Academic Review Board)

The School Design Cohort will facilitate periodic review of the School Quality Improvement Plan deliverables throughout the Planning Year. Reviews will be formative in nature and serve to provide feedback for continuous improvement of planning process.

Community Outreach and Networking

1. Neighborhood Outreach

(Support: Andrea B. / Raquel J. / CBO Partners)

The School Design Cohort will assist Proposal Writing Teams in conducting extensive neighborhood outreach. The School Design Cohort is already in contact with numerous community organizations who are interested in assisting quality school development in their neighborhoods, and the School Design Cohort will facilitate meetings between Program Implementation Planning Teams and community groups to ensure that neighborhoods and Teams have a shared vision of the future school program.

2. Educational Networking

The Bay Area and in particular, Oakland represents a national epicenter of education reform – with a dense network of educational entrepreneurs and support organizations. The **Unity Council, National Equity Project, East Bay Asian Youth Center, Youth Together, New Leaders, Envision Learning, Leadership Public Schools, Aspire Public Schools, Alternatives in Action, Oakland Community Organizations**; among many others. The School Design Cohort will assist Program Implementation Planning Teams in making contacts with the Bay Area's education entrepreneurs and support organizations, so as to facilitate continual collaboration and innovation in Intensive Support Schools.



3. Program Implementation Planning Networking

While the School Design Cohort plans to provide a wealth of resources to Program Implementation Planning Teams, ultimately Teams will gain equally as much from their fellow Teams as they will from the School Design Cohort programs. Additionally, the School Design Cohort will put Teams in contact with previous school designers who are interested in mentoring or otherwise sharing their lessons learned in school development.

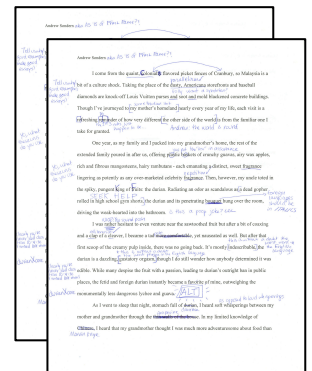
LEVERS: PROPOSAL REVIEW, PROTOCOLS, & COLLABORATORS

The School Design Cohort will work from **two key levers**:

- 1) **Reviewed & Approved Proposals**
- 2) **Facilitated Protocols with District Collaborators**

Reviewed & Approved Proposals

Each Intensive Support School participating in the School Design Cohort will benefit from having produced a Quality School Proposal. The proposal writing process involved multiple points of feedback during its production, the visitation of multiple schools, guidelines, rubrics, and site-based criteria.



As a result of the Proposal Evaluation Process, each proposal, recommended by the Superintendent and approved by the Board of Education, will include substantial and meaningful feedback provided by two review bodies; the Site-Based Committee, and the Academic Review Board. The Feedback will focus on proposal strengths and areas for growth and development. This feedback will serve as a primary resource in the creation of the program implementation plan.

Facilitated Protocols with District Collaborators

OUSD piloted the use of facilitated protocols and events with District collaborators to assist the Proposal Writing Teams in the development of high quality proposals. This took the form of Consultancy protocols, Passing the Torch Storytellers & Discussion, and Tuning Protocols. Each event proved to be extremely beneficial for both the Proposal Writing Team members, as well as the District collaborators.



The School Design Cohort will regularly utilize this approach in order to build off of the professional capital that exists throughout the District. Additionally, and most importantly this approach will reinforce the collective accountability of the entire District to take responsibility for the success of each Intensive Support School's re-design efforts.

KEY QUESTIONS: *"What are the strengths of this Delivery Model and what is missing?"*



SCHOOL DESIGN COHORT WORKSHOP SERIES

Scope and Sequence & Deliverables^{ix}

The 2016 School Design Cohort will be guided to complete a School Quality Improvement Plan, which will serve as the school's Single Plan for Student Achievement (SPSA). The Program Implementation Planning process will include deliverables in each of the areas outlined in the Scope and Sequence below.

Phase I: Planning (2015-16)	Phase II: Start Up (2016-17)
Mission & Purposes of the Proposed School	<ul style="list-style-type: none">• Performance Management (data use/ technology use)
<ul style="list-style-type: none">• Mission & Vision	<ul style="list-style-type: none">• Meeting the Needs of Students with Disabilities
<ul style="list-style-type: none">• Philosophy – Theory of Action	<ul style="list-style-type: none">• Meeting the Needs of English Language Learners
<ul style="list-style-type: none">• Educational Focus	<ul style="list-style-type: none">• Health and Nutrition
<ul style="list-style-type: none">• Educational Needs of the Target Population	<ul style="list-style-type: none">• Staff Evaluation & Support Systems
<ul style="list-style-type: none">• Goals	<ul style="list-style-type: none">• School Site Governance Team (SSC)
Academic Design	<ul style="list-style-type: none">• Facilities Improvement Planning
<ul style="list-style-type: none">• Student Content and Performance Standards	<ul style="list-style-type: none">• Recruiting and Marketing
<ul style="list-style-type: none">• Curriculum Mapping	<ul style="list-style-type: none">• Communications
<ul style="list-style-type: none">• Instructional Methodology	<ul style="list-style-type: none">• Fundraising
<ul style="list-style-type: none">• Strategies for Intensive Academic Support	<ul style="list-style-type: none">• Curriculum Development
Support for Learning	
<ul style="list-style-type: none">• Parent Involvement	
<ul style="list-style-type: none">• Community Outreach & Engagement	Phase III: Implementation (2016-17...)
<ul style="list-style-type: none">• School Organization and Culture	<ul style="list-style-type: none">• Data-driven Decision Making
<ul style="list-style-type: none">• Professional Development	<ul style="list-style-type: none">• Site Governance Capacity Development
<ul style="list-style-type: none">• Structure of the School Day and Year	<ul style="list-style-type: none">• Quality Leadership Development
Performance Management	<ul style="list-style-type: none">• Finance & Resource Management
<ul style="list-style-type: none">• Assessment and Accountability	<ul style="list-style-type: none">• Assessing Teaching Quality
<ul style="list-style-type: none">• Student Information Systems Use	<ul style="list-style-type: none">• Continuous School Improvement Process
<ul style="list-style-type: none">• Meeting the Needs of Students with Disabilities	<ul style="list-style-type: none">• Meeting the Needs of Students with Disabilities
<ul style="list-style-type: none">• Meeting the Needs of English Language Learners	<ul style="list-style-type: none">• Meeting the Needs of English Language Learners
<ul style="list-style-type: none">• Operations & Finance	
<ul style="list-style-type: none">• Facilities	



SUMMER 2015

Summer 2015 School Design Sessions

These sessions would be facilitated by Deputy Chief, Continuous School Improvement, Director Quality Diverse providers, and School Design Manager, as well as partner organizations and central office collaborators. These dates will be All-Day sessions with dedicated Team Time in the afternoon.

School Design Cohort Session Focus

July 7 / 8

1. **KICK-OFF:** Orientation, community building, leadership assessment (Myer-Briggs type), Central Leadership Support, structures & accountability for central office supports, establish online / personalized learning platform for cohort
2. **EQUITY LENS:** Leading for Equity Training - focusing on systemic oppression, and schools as complex systems

July 14 / 15

3. **DESIGN THINKING APPROACH:** Using specific Proposal design challenges to share and train teams in models of Design Thinking - starting with Action Collab model
4. **PROPOSAL FEEDBACK MAPPING:** Analysis of Academic Review Board / Site-Based Committee feedback on Proposal, mapping gaps to 2015-16 Planning Cycle

August 6 / 7

5. **COMMUNITY LENS:** Training in 1:1's - organizing strategy to support outreach and engagement efforts, Community Asset Mapping - focusing on Industry partners and safe passage
6. **VISION / THEORY OF ACTION:** Crystalizing vision and theory of action to enroll stakeholders in the future planning and implementation of the re-designed school

Eye on the Prize Summer Work:

- ❖ Ready schools for Measure N Planning
- ❖ Ready schools for deep student recruitment in November/December
- ❖ Establishing working relationships, focused on innovation and equity, across dual-leadership model (Design Team Leader & Site Administrator)
- ❖ Tapping the essentials of the District-wide Universal Tier I work: i.e. Assessments, Cycles of Inquiry, Common Core Implementation, and Leadership development



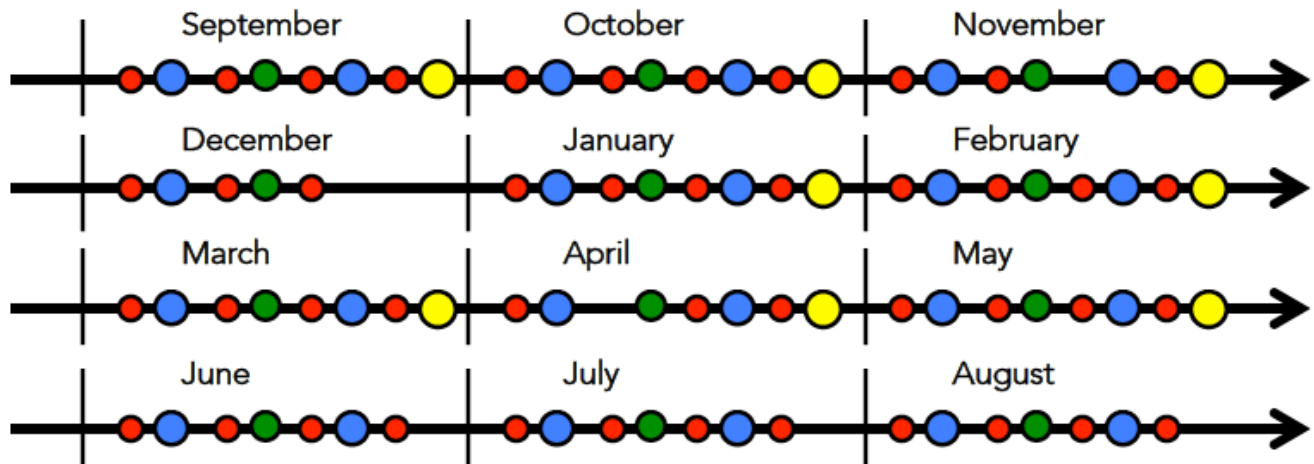
SCHOOL DESIGN COHORT STRUCTURES 2016

In order to maximize the School Design Process for schools undergoing Intensive School Support, the School Design Cohort will be managed and implemented through interdependent circles of teams, driven by a Core Team that will hold the vision and be “R”esponsible for the outcomes under the Chief of Schools, who “A”ccountable for the success of the work.

CORE PROGRAM TEAM <ul style="list-style-type: none">• Deputy Chief, Continuous Improvement• Director, Quality Diverse Providers• Manager, School Design	SCHOOL DESIGN SESSIONS <ul style="list-style-type: none">• Tuesdays (4 hr Site Visits – 2 schools) (Bi-Monthly)• Thursdays (7 hr – School Design Sessions) (Bi-Monthly)<ul style="list-style-type: none">○ Design Team Leader 2x a Month○ Program Implementation Team 1x a Month (up to 4 paid staff, up to 5 additional members) <p>(TENTATIVE) SCHOOL DESIGN SESSION DATES: Sept: 10, 24, Oct: 8, 22, Nov: 12, Dec: 10, Jan: 14, 28, Feb: 11, 25, Mar: 10, 24, Apr: 14, 28, May: 12, 26, Jun: 9, 23, Jul: TBD, Aug: TBD</p>	
SCHOOL DESIGN SESSIONS <p>9am-4pm (Location TBD)</p> <ul style="list-style-type: none">○ Sessions will involve content workshops, collaborative protocols, and work time sessions.○ Sessions will occur 2x a month.○ 1x a month will be dedicated to the Design Team Leaders (DTL).○ 1x a month will be dedicated to the DTL & Program Implementation Team.		
ISS STRATEGY TEAM <p>Monthly</p> <ul style="list-style-type: none">• Network Superintendents• Chief of Communications & External Affairs• Chief of Schools• Chief Academic Officer• Chief Operating Officer• Deputy Chief CCSS• Deputy Chief C & C• Deputy Chief Facilities	ISS TACTICAL TEAMS <p>Bi-Weekly</p> <ul style="list-style-type: none">• Communications• Content<ul style="list-style-type: none">○ Teaching & Learning○ English Language Learner & Multilingual Achievement○ African American Male Achievement○ Programs for Exceptional Children○ Linked Learning / C & C• Data & Analytics• Community Partners• Facilities	ISS SUPPORT TEAM <p>Weekly</p> <ul style="list-style-type: none">• Network Superintendents• Executive Director RAD• Executive Director C & C• Director Linked Learning• Deputy Chief T & L• Director Community Partnerships• Communications Lead• Director Facilities



Year 0: Productivity 2015-16



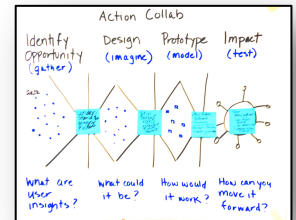
- Bi-Weekly Day-Long Off-Site Program Planning Session (ISS-Led)
 - Weekly Design Team (Implementation Planning Team)
 - Monthly Design Community Engagements (1/2 day)
 - Monthly School Visits (2 day min Visit/Travel/Debrief)
 - Monthly (strand) Deliverables
 - Student Leadership Development throughout
- (Intensive - in partnership with youth leadership organizations – transformational model that mitigates phase-in / phase-out approach)*



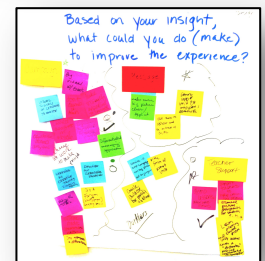
INNOVATION & DESIGN THINKING

If you give people autonomy and community, you get innovation. **Autonomy** in the sense that there is something that they do that is theirs that they have some control over. **Community** in the sense that there is a bunch of people around them that are supportive, whom they can interact with and who can be critical in a relaxed way.

The 2016 School Design Cohort will explore innovations consistently throughout the planning and implementation of their school re-designs. This will include the exploration of new solutions to persistent and nagging problems, as well as breaking new ground in challenges students and adults to teach and achieve in new and exciting ways. School Design Cohort leadership has been trained in **Action Collab Design Thinking** strategies that will be used to facilitate collaborative efforts to address some of the most persistent school design challenges.



Project Innovation describes Innovation as – *a new product, or process, or service that is discontinuous from previous practice; and that challenges some underlying assumptions so that the result may be a new flow of resources or new structures of authority, and in the case of the social sector, a new set of relationships that follow in its wake. It is seen both as a capacity for an organization to possess in order to evolve over time, and as a way to solve big hairy problems. The purpose is to encourage teams to think more critically about the work they do and how they go about doing it.*



The purpose of focusing on Innovation in the School Design Cohort is to allow teams to reframe issues and to see things from different perspectives.

The 2016 School Design Cohort will work in collaboration with the **San Francisco Unified School District's Office of Innovation**, where a multi-million dollar grant has helped to generate an inspiring and impactful innovation space for school teams to explore real problems and find innovative solutions.

Organizations, Books, & Resources

Action Collab Framework

<http://www.iskme.org/services/action-collabs>

Strategies for Facilitating Processes to address Design Challenges

Project Innovation

<http://www.socialinnovationtoolkit.com/home.html>

Tool kit to inspire innovative mindset in an organization



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Design Thinking for Educators

<http://www.designthinkingforeducators.com>

Toolkit to support innovation in education

Getting to Maybe: How the World Is Changed

<http://www.amazon.com/Getting-Maybe-How-World-Changed/dp/067931444X>

Book on what leads to innovation

Splash and Ripple

http://www.hc-sc.gc.ca/ahc-asc/alt_formats/pacrb-dgapcr/pdf/finance/contribution/splash-ricochet-eng.pdf

Using outcomes to design and guide community work

Human Centered Design Thinking

<http://www.designkit.org/resources/1>

Toolkit for human centered design thinking methods and activities

HBR Innovator's Toolkit

<https://hbr.org/product/the-innovator-s-toolkit-10-practical-strategies-to-help-you-develop-and-implement-innovation/an/10113-PBK-ENG>

Practical strategies to develop and implement innovation

Project of How

<http://projectofhow.com>

Methods for problem solving

KEY QUESTIONS: "How do we achieve a state of provocation so that we are not satisfied with the obvious solutions, but instead seek innovative ones?"



SCHOOL QUALITY IMPROVEMENT PLANS

Guidelines for School Quality Improvement Plan for Intensive Support Schools

OUSD is committed to supporting Intensive Support School that is identified under the Quality School Development Policy. The District affirms its commitment to support the development, approval, and implementation of school quality improvement plans for schools identified as Intensive Support Schools to dramatically improve academic achievement.

In supporting the creation, preparation, and evaluation of the School Quality Improvement Plans, the District shall be guided by the following;

- ☐ Demonstrates evidence that the school quality improvement plan will ensure the school meets or exceeds academic standards. Provide evidence that the autonomies proposed in the school quality improvement plan will lead to improved student performance.
- ☐ Demonstrates strong leadership capacity necessary to effectively implement the school quality improvement plan based on the analysis of the school's plan
- ☐ Provides a detailed leadership succession plan which engages the school's parents and teachers to ensure consistency and stability in implementing the mission and vision of the school quality improvement plan
- ☐ Ensures that a robust and participatory school governance structure will provide accountability and support to the school quality improvement plan
- ☐ Describes how the school culture and school management structures will support the professional growth of all teachers
- ☐ Provides evidence that the school quality improvement plan will be leveraged to improve qualitative factors like school culture and parental involvement
- ☐ Provides evidence that the school quality improvement plan will ensure that the school policies and procedures promote the health and safety of the students.
- ☐ Provides evidence that the school quality improvement plan demonstrates strong financial management practices that ensure operational and fiscal sustainability, including ensuring compliance with all state, federal and local laws.
- ☐ Promotes equity of access to high quality support services for all students including English language learners, special education students, and African American and Latino students experiencing disproportionate discipline incidences
- ☐ Demonstrates a spirit of collaboration to promote the dissemination of innovation and best practices throughout the district



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The following is a rubric outlining the core sections of the School Quality Improvement Plan. These criteria align with the Site Planning process for all schools. Intensive Support Schools receive substantially more hours of coaching, feedback and collaborative planning opportunities to develop sections of their School Quality Improvement Plan.

KEY SECTIONS	CRITERIA
SCHOOL GOALS & TARGETS	<ul style="list-style-type: none">• 3-5 goals, for each Improvement Priority, that are about Student Performance/Participation/Opinions, not Adult.• Goals include relevant Balanced Scorecard Goals and are tied to the Superintendent's District goals.• Goals rely on multiple measures.• Goals (and their Targets) are SMARTER: Specific & Strategic, Measurable, Attainable, Relevant, Timely, and Equity-Focused.• The Indicator for each Goal is specifically identified from the drop-down menu (or typed in if not on the menu).• The Indicator is student data that can be easily collected and presented to stakeholders.• The Indicator "Description" explains whether the Targets are about expected proficiency, growth, equity performance of LCAP groups, or specific skills.• The Targets, which are the specific outcomes expected for the goal over time, are completed.
DATA ANALYSIS	<ul style="list-style-type: none">• All indicators identified in the Goals and Targets section are analyzed.• Performance Strengths and Challenges are both identified.• Analysis discusses proficiency, growth, equity performance of LCAP groups, or specific skills.
ROOT CAUSE ANALYSIS	<ul style="list-style-type: none">• Analysis draws on multiple kinds of data, including Extended Site Visits, Instructional Rounds, Observation and Feedback, and School Team(s) Reflections.• Analysis includes reflection on organizational, leadership, and teacher practices.• Identifies causes the school can influence or address. Doesn't assume student/family behaviors are fixed. Draws on "assets" mind-set, rather than "deficits".• Key root causes are identified and connect clearly to the Strategies and Practices in the next section.
MAJOR IMPROVEMENT PRIORITIES	<ul style="list-style-type: none">• The Major Improvement Strategy (MIS) is stated as a strategy adults will implement, not as a goal statement.• The MIS is specific, but not so specific it can be listed as a practice.• The MIS is broad enough to encompass many related key practices.• The MIS and its practices specifically address the root causes identified in the section above.
KEY PRACTICE	<ul style="list-style-type: none">• Key Practices address specific root causes—identified in the section above—in teaching, leadership, and organizational effectiveness.• Key Practices explain what specifically will be done.• Practices include Title I mandates for Targeted Approaches, Teacher PD, K Transition, Extended Learning Time, and Parent/Family Engagement.• Practices capture all that should occur for effective implementation of the MIS, independent of whether the practices are funded.
BUDGET ACTIONS	<ul style="list-style-type: none">• Budget Actions are specific funding actions needed to implement the practice.• The row for each Key Practice & related Budget Actions is completed ...• Except for Key Practices with no Budget Actions. These have just the "School Goal Indicator" and "Targeted LCAP Student Group" columns completed.• A variety of Targeted LCAP Student Groups, who will be monitored to assess the impact of the Strategy, are selected across the different practices.• The budget calculator shows no funds remaining.



RIGOROUS BACKWARDS DESIGN PLANNING APPROACH^x

In our daily lives, think of all the ways we imagine something first (the end) and then next do the planning. Here's an example:

You have vacation time coming up. Do you want *The Experience* to be a whirlwind, stimulating, possibly educational one, or maybe tranquil, low maintenance, and stress free? If you pick the latter, you're probably heading for the countryside or to a beach. If you are all about the first one, you are gearing up for a city trip with many sites, museums, galleries, and possibly even a little night clubbing. Either way, you will plan accordingly: the mode of travel, accommodations, food, and any outings. The desired end result, the experience, will influence your planning.

Backward design, also called *backward planning* or *backward mapping*, is a process that educators use to design [learning experiences](#) and instructional techniques to achieve specific learning goals. Backward design begins with the objectives of a unit or course—what students are expected to learn and be able to do—and then proceeds “backward” to create lessons that achieve those desired goals. In most public schools, the educational goals of a course or unit will be a given state’s [learning standards](#)—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.

The basic rationale motivating backward design is that starting with the end goal, rather than a starting with the first lesson chronologically delivered during a unit or course, helps teachers design a sequence of lessons, problems, projects, presentations, assignments, and [assessments](#) that result in students achieving the academic goals of a course or unit—that is, actually learning what they were expected to learn.

Backward design helps teachers create courses and units that are focused on the goal (learning) rather than the process (teaching). Because “beginning with the end” is often a counterintuitive process, backward design gives educators a structure they can follow when creating a [curriculum](#) and planning their instructional process. Advocates of backward design would argue that the instructional process should serve the goals; the goals—and the results for students—should not be determined by the process.

While approaches may vary widely from school to school or teacher to teacher, a basic backward-design process might take the following form:

1. A teacher begins by reviewing the learning standards that students are expected to meet by the end of a course or grade level. In some cases, teachers will work together to create backward-designed units and courses.
2. The teacher creates an index or list of the essential knowledge, skills, and concepts that students need to learn during a specific unit. In some cases, these academic expectations will be called [learning objectives](#), among other terms.
3. The teacher then designs a final test, assessment, or [demonstration of learning](#) that students will complete to show that they have learned what they were expected to learn. The final assessment will measure



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whether and to what degree students have achieved the unit goals.

4. The teacher then creates a series of lessons, projects, and supporting instructional strategies intended to progressively move student understanding and skill acquisition closer to the desired goals of the unit.
5. The teacher then determines the *formative-assessment strategies* that will be used to check for understanding and progress over the duration of the unit (the term *formative assessment* refers to a wide variety of methods—from questioning techniques to quizzes—that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course, often for the purposes of modifying lessons and teaching techniques to make them more effective). Advocates typically argue that formative assessment is integral to effective backward design because teachers need to know what students are or are not learning if they are going to help them achieve the goals of a unit.
6. The teacher may then review and reflect on the prospective unit plan to determine if the design is likely to achieve the desired learning goals. Other teachers may also be asked to review the plan and provide constructive feedback that will help improve the overall design.

Reform

As a strategy for designing, planning, and sequencing curriculum and instruction, backward design is an attempt to ensure that students acquire the knowledge and skills they need to succeed in school, college, or the workplace. In other words, backward design helps educators create logical teaching progressions that move students toward achieving specific—and important—learning objectives. Generally speaking, strategies such as backward design are attempts to bring greater *coherence* to the education of students—i.e., to establish consistent learning goals for schools, teachers, and students that reflect the knowledge, skills, conceptual understanding, and work habits deemed to be most essential.

Backward design arose in tandem with the concept of learning standards, and it is widely viewed as a practical process for using standards to guide the development of a course, unit, or other learning experience. Like backward designs, learning standards are a way to promote greater consistency and commonality in what gets taught to students from state to state, school to school, grade to grade, and teacher to teacher. Before the advent of learning standards and other efforts to standardize public education, individual schools and teachers typically determined learning expectations in a given course, subject area, or grade level—a situation that can, in [many] cases, give rise to significant educational disparities.

EXPLORE MORE:

For a more in-depth look at *Backwards Design Planning*, see:
https://www.fitnyc.edu/files/pdfs/Backward_design.pdf



CONTINUOUS IMPROVEMENT SCIENCE: SIX CORE PRINCIPLES

The School Design Cohort will begin exploring the concepts of Continuous Improvement Science^{xi}, born out of the work of Anthony Byrk from the Carnegie Foundation for the Advancement of Teaching. This approach to continuous improvement is based on core principles compatible with the District's Quality School Development policy and the District's current approach to Continuous School Improvement processes. The School Design Cohort will explore these concepts during the Program Planning and Implementation Phases of Intensive School Support. The question of an Equity Lens will continuously be raised.

CORE PRINCIPLES

Make the work problem-specific and user-centered.

It starts with a single question: "What specifically is the problem we are trying to solve?"

It enlivens a critical orientation: engage key participants early and often as co-developers.

Data-driven root cause analysis leading to Focused Annual Plans outlining key priorities

Variation in performance is the core problem to address.

The critical issue is not what works, but rather what works, for whom, and under what set of conditions. Aim to advance efficacy reliably at scale.

Frequent Observation and Feedback to increase consistency and quality of implementation

See the system that produces the current outcomes.

It is hard to improve what you do not fully understand. Go and see how local conditions shape work processes. Make your hypotheses for change public and clear.

Extended Site Visits, self-evaluations and school community report-outs

We cannot improve at scale what we cannot measure.

Embed measures of key outcomes and processes to track if change is an improvement.

We intervene in complex organizations. Anticipate unintended consequences and measure these too.

Progress monitoring, interim reports, and the use of implementation trackers

Anchor practice improvement in disciplined inquiry.

Engage rapid cycles of Analyze, Plan, Implement, Reflect, Adjust (Cycle of Inquiry) to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.

Continuous Improvement Cycles of Inquiry

Accelerate improvements through networked communities.

Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.

School Design Cohort, District Collaborators, and Communities of Practice



OFFICE OF CONTINUOUS SCHOOL IMPROVEMENT

COMMUNITY ENGAGEMENT & EMPOWERMENT

o Program Implementation Planning Team & Design Community

No matter how strong the leadership, one or even two people cannot possibly have the requisite array of experience, expertise, and resources that the school design process requires. While in some cases replication is undertaken by a group of people already involved in the current school, they, too, will need to assess their strengths and weaknesses and reach out to others who can maximize their capacity for success.



Coliseum College Prep Academy (CCPA)
Design Team; circa 2006





PROGRAM IMPLEMENTATION PLANNING TEAM COMPOSITION

This spreadsheet allows Program Implementation Planning Team leaders to keep track of the traits and skills that their current members possess and enables them to focus on pursuing people who can fill important gaps in order to create a robust and diversely qualified team. This tool helps Program Implementation Planning Teams in the planning phase think strategically about the makeup of their Team, encouraging them to look beyond their current circle of friends or acquaintances to create a balanced team. Teams who build their group thoughtfully and deliberately are able to widen their sphere of influence and increase their chances for success in all phases of growth and development.

Role	Experience	Gender	Diversity	Age	Socio-Economic	Resident	Employee	Urban Experience	Teaching	Leadership	Marketing	Governance	Social Emotional	Language Acquisition	Fund Raising	Youth Development	Content Expertise
Leader																	
Teacher																	
Teacher																	
Teacher																	
Parent																	
Feeder Parent																	
Feeder Parent																	
Student																	
Student																	
Counselor																	
Coach																	
Specialist																	
CBO																	
CBO																	
CBO																	
Other...																	

PROPOSAL WRITING TEAM

Each approved Intensive Support School entering the School Design Cohort does so through the collaborative strength of a Proposal Writing Team, involving stakeholders in the school community. This team is expected to be the nucleus of the Program Implementation Planning Team (PLPT). The PLPT Lead (referred to as the Design Team Leader) will be designated by the Superintendent, with input from the Proposal Writing Team and Site-Based Committee. The matrix above must guide the ongoing recruitment of team members.



GRASS ROOTS ORGANIZING & PARENT ENGAGEMENT

In order to fully realize the vision of Quality Community Schools, the demand for quality must be cultivated within the community. Parents, caregivers, and students themselves must not only want quality educational options, but they must also advocate and articulate the need for all public schools to be prepared to support each of its students to achieve college, career and community readiness.



This begins with an organizing frame. The School Design Cohort will prioritize collaboration with community partners and community-based organizations to develop school team capacity to build a ground-swell demand for quality schools, as well as contribute to and support the visions of individual school programs.

Community organizing for school reform, also known as education organizing, refers to the actions of parents and other residents of marginalized communities to transform low-performing schools towards higher performance through an “intentional building of power^{xii}.” **Its goals are both building community capacity and reforming schools.** Improving educational outcomes is just part of a broader agenda of creating power for low- and moderate- income communities. This makes community organizing distinctive from other school reform efforts.^{xiii}

Goals

Unlike parent involvement projects whose goals focus on an individual child’s school success, the **goals of education organizing focus on system change and school accountability.** While organizing sometimes involves helping individual children and reforming single schools, organizing groups work toward changing the system for *all children*. Primary issues addressed by community organizing include accountability, parent engagement, school environment, equity, standards and performance, special programs, and quality of instruction.^{xiv}

Community organizing also seeks to transform the way school personnel view parents. Rather than view parents and community members as problems that need to be remedied or contained, organizing influences educators to acknowledge the community as a resource, with its own **“funds of knowledge”** that can enrich student learning and teacher practice.^{xv}

Relationships

Education organizing invests in building relationships among parents as the foundation of action. It focuses on “relational power,” which is the power to act collectively in order to make system change (Cortés, 1993). For example, a student might be faulted for poor performance when in reality the problem also lies in a lack of qualified teachers and instructional materials.

Organizing counters this individualizing trend by bringing people into relationships with one another so that



OFFICE OF CONTINUOUS SCHOOL IMPROVEMENT

they can identify and act on school issues. **Through one-on-one conversations, group dialogue, and reflection, parents and other residents develop a strong sense of community, and learn how to use their collective power to advocate for school change.** In contrast, parent involvement approaches that focus on individual skill building rarely provide opportunities for dialogue about common problems. The absence of these opportunities often precludes parents' working together for school improvement.

Locus of Power

Standard parent involvement avoids issues of power and consigns parents to support the status quo. While school-based shared decision-making gives parents some influence over what happens in schools, educators remain in control (Henderson, 2001). Community organizing, on the other hand, intentionally builds parent power—it **equips parents with the skills to leverage a more even playing field when it comes to tackling educational issues and shaping solutions.** Although some of the changes organized parents propose are common types of parent involvement activities, such as family math sessions and open houses, parents are involved as decision makers, not just consumers.

In addition, parent groups work from a base outside the school, and do not depend on schools for approval and organizational support.^{xvi} This base outside the school typically consists of alliances with community-based entities that provide organizing assistance and support.



MANAGER, SCHOOL DESIGN

A team that includes a Manager, School Design will lead the School Design Cohort. The Team will model collaborative planning and leadership models. The Manager, School Design will represent staff leadership dedicated to scaling the school design process, requiring a background and skills in school turnaround and success in whole-school redesign.

Roles and Responsibilities

- Co-Construct and Implement the curriculum and deliverables for Intensive Support Schools to successfully develop School Quality Improvement Plans during minimum 14 month Program Implementation Planning Process (School Design process)
- Facilitate school design sessions with design team leaders and design team members to collaboratively develop program plan components
- Participate in site-based design team meetings, observe and provide feedback, as well as participate in select community engagement events on behalf of the school design process
- Pursue, develop and leverage partnerships and external resources to support and inform school design process including guest speakers, trainings, school visits and content workshops
- Manage communication strategy including internal and external communication of school design process, objectives and outcomes
- Provide leadership coaching and leadership development support in collaboration with Network Superintendents for participating schools
- Manage budget allocated specifically for school design process and school supports, as well as pursue funding opportunities and engage with funders who support school design efforts
- Incorporate a Design Thinking and Personalized Learning approach to School Design by modeling these structures in the School Design Cohort process, as well as explicitly support school teams to develop these skills for application in their own settings
- Develop a strategy for moving schools from design to implementation that ensures the greatest likelihood of success, including central structure, policies, flexibilities, and support
- Uphold the Pillars of school quality, Standards of school quality, and School Performance Framework indicators to guide and measure the progress and success of School Design process
- Act as spokesperson, together with School Design Leadership Team, for School Design process, objectives, progress and outcomes