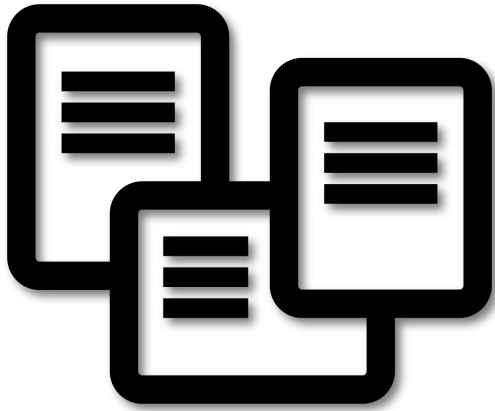# 5 Appendices

- o Defined Autonomies
- o Effective Schools Process
- o End Notes

APPENDIX I: Sample: School Design Strands

The following are examples of school design strands following initial strands focusing on leadership, vision, community asset mapping, and transitioning original program proposal to become the base of the school's quality improvement plan.

Sessions	Strand	Outcomes of Strand of Work
Session 6 Session 7 Session 8 Session 9 Session 10 Session 11 Session 12	Instructional Program: • Pedagogy • Lesson/Unit Development • Supporting and Moving Teachers • Accountability • Supporting Students	<u>Pedagogy/Lesson Unit Development</u> 1. Clear and detailed plans around the instructional program that includes plans for all content areas (e.g., develop a curriculum map for the first six weeks of school, scope and sequence the standards for the school year, etc.) 2. Develop an understanding of what rigorous curricula looks like and what it should include 3. Develop a strong curricular plan that supports maximizing student achievement growth and learning <u>Supporting and Moving Teachers</u> 1. Develop a clear strategy around supporting and improving teaching that targets high leverage activities 2. Develop a resource binder for your teachers to support their teaching 3. Develop an understanding of what effective PD looks like 4. Develop a plan for orienting all teachers to the new school 5. Build a set of tools, protocols and facilitation skills to lead and guide effective PD 6. Develop an annual calendar/plan (including summer and school year) to organize and structure the PD at your school 7. Identify structures through which PD will take place 8. Identify powerful local, regional and national PD opportunities 9. Develop a set of tools to assist you in observing, coaching and providing feedback to teachers <u>Supporting Students to Succeed</u> 1. Develop a system that identifies children who are struggling, resources to address those struggles and

Sessions	Strand	Outcomes of Strand of Work
Session 13		assesses the effectiveness of those resources 2. Identify school and community resources to support children and their families <u>Accountability</u> 1. Develop an understanding of the different types of assessments (e.g., formal, informal, performance-based, etc.) 2. Develop structures and protocols around assessment 3. Develop an assessment calendar
Session 14 Session 15	School Culture and Climate: Creating powerful communities of learning	1. A clearly-defined and collectively agreed-upon a school culture plan that (a) includes guiding principles, norms, values and common practices that the entire community has committed to support; (b) is aligned with the theory of action developed by the team; and (c) is aligned with the Instructional Program 2. Develop an outreach plan for orienting all parents and children to the new school 3. Develop policies around discipline 4. Develop leaders who are able to sustain, lead, model, and create a strong school culture that (a) supports and sustains students; and (b) holds all stakeholders accountable to that culture 5. Theory of change focused on how you will bring teachers
Session 16 Session 17	Parent Leadership and Engagement	1. Develop clear structures and processes to encourage and sustain parent involvement and leadership in your new school 2. Develop explicit norms and ways of making **every** parent and family welcome at your school 3. Develop a parent/family handbook for your school 4. Develop processes for regular two-way communication with every family 5. Understand the roles of home visits by teachers

APPENDIX II: Sample: Facilitator's Agenda

The following is an example of the in-depth and collaborative school design process. Facilitated by School Design Cohort Leads as well as guests and partner organizations, the School Design Sessions will be organized around providing concentrated inputs early in the day, with ample time and structures to support planning and designing by individual Design Team Leaders and teams in the later part of the day.

1. Introductions
   a. M & M's Activity
   b. Cultural Artifact
      i. **Rationale**: The teams that did some of these had powerful sharing that occurred and it helped to immediately get at many of their hopes for being a part of the team. The leader modeled sharing both about them and about what brings them to this work.

2. Sponge activity
   a. Possibly a "Why Cycle" around a question like "Why are urban schools so challenged to be successful?"
   b. Team members brainstorm all the reasons and write is on a large paper like a "web".
   c. The facilitator selects one "why" statement and pushes further to ask, "why is THAT happening?"
   d. The team surfaces the various reasons that factors may be occurring and the facilitator selects on of those reasons and pushes further to ask "why is THAT happening?"
   e. This may continue for about 2-3 examples.
      i. **Rationale**: The team immediately raises many of the core issues that are going to need to be tackled and addressed by this team and the new school. It grounds the team in the "CHALLENGES" of the work and ensures that people are not unclear about what this endeavor is facing. Second, it provides an example of an approach to get at these challenges. When this activity as used, the leader stated, "This is how we are going to conduct our business. We will not accept the surface answer to these issues, but always look deeper at what the root causes are.

3. Frame the work
   a. Share "why a design team" as opposed to an individual or the district.
      i. **Rationale**: This helps to justify and validate the work of the team. It also underscores the need for everyone to have and equal voice and participate. Finally, it acknowledges the need to have the schools vision owned by many so that is can sustain the eventual loss of the current leader, and turn-over of staff.
   b. Share what the design community will be (especially in the context of two teams presenting one design community) and the rationale for having a design community.
   c. Share what the work is ahead. Include the weekly meetings, the work in between, the outreach to the community, and the roles that the team members will have both in the meetings and

outside the meetings. *These do not need to be explicit and detailed at this point. Simply acknowledged.*

  i. **Rationale**: Buy-in from the team. Provide a space for fight or flight so that there are fewer surprises. Give the team a chance to digest this. **Strongly recommend** perhaps doing a pair share or dyad here to give people a chance to speak about what is coming up for them, as they better understand the scope of the work. Afterwards remind them that: *"A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has."*
  - Margaret Mead

4. Frame the Theory

  a. Share the template or the a blank version to start with that illustrates the needed parts of "Who the child is coming in" (data summary statements about the students – generalizations about there needs) / Theories of action (Research based approaches to meeting the needs of students) / "Who the child is leaving" (Vision – developed collectively based on the student the school will graduate.)

  b. Discuss how the team will look at who the child is based on gathered data and what the team members bring. You will then create summary statements to better assist in planning for them.

  c. Discuss how you will develop a vision by looking at the core beliefs of the team as well as the leader. You will seek the common elements of those beliefs and these will be the guiding principles behind your emerging vision. Explain at this stage that the vision may remain relatively guiding principles until it gets further fleshed out in the spring.

  d. Discuss how, once you have the first two, you will bring up your beliefs about how children learn to identify your theories of action (3-5 approaches) to getting the students from who they are to who they will be.

  i. **Rationale**: This will cut out tons of confusion and repetition by framing how the "activities" of the meetings will grow into this framework. You are charting the course of the next few weeks. They will appreciate it as you all did at the incubator regarding this topic.

5. Core Beliefs

  a. Leader shares their core beliefs as an "offering" to the team of "this is what I bring to the group".

  i. **Rationale**: They know you have core beliefs and they are waiting to hear them. This is the fundamental role of the design team leader in leading. It shows them the "from where" you are operating. Much BUY-IN occurs here.

  b. Team activity to share their core beliefs about schooling. This can be the "crest" activity where each team member is given an outline of a "crest" and is then ask to draw or write their core beliefs inside. (Provide colored pencils and markers.)

  c. Have each individual share their drawing and what it represents to them. Then, place the drawing on a large sheet in the center of the table.

d. Once everyone has shared, ask the team to identify common themes and beliefs. Chart those beliefs.
e. Reread the common beliefs to the group and ask for any others. Note that these are the foundations of a vision. They are, in essence, the teams guiding principles.
    i. **Rationale**: This is the beginning of visioning. Everyone gets to share and engage. It is truly co-constructed. It is less homogenized and more organically grown, given the short amount of time.

6. Who the student is walking in

a. Frame the rationale for this activity as the basis for the existence of the school. It is to "meet the needs of the students". In every service profession, you always assess the issue, problem, or area of need to be resolved. Waiter – "what are you hungry for?", Plumber – "where is the leak?" Doctor – "how do you feel and where does it hurt?" If we don't ask these questions we cannot find the right solutions.
b. Ask the group to make general statements about the students. What are their challenges, what are their skills, what levels of aptitude to they demonstrate, what interests do they have, what areas of growth do they show, etc. Chart these statements. The leader should add data that addresses the academic performance in terms of where students struggle (ELL's, Literacy, Academic English, mainstreaming Spec. Ed., etc.).
c. The leader model how to create a summary statement based on tying together some of the data. The leader charts to one side of the data column two to three summary statements based on bring together various similar data. Check for understanding and ask the team if there are other "generalizations" they can make about the needs of the students. B *Acknowledge here that the strengths are an important resource. When you get to the actual plan, you are going to revisit the strength to apply them as resources to the plan.*
    i. **Rationale**: This is a way to get the team to contribute what is important to them, while allowing the leader to lead and focus on the academics if they are not already. The summary statements are the "why we are here" justification. They become a clear starting point for the conversation about the Theory of action. **NOTE:** Data is always emotional and it brings up a great deal for many people. Leaders should be prepared to grapple with those emotions as they come up. Don't back down from the task, but acknowledge that looking at data is emotional because it "represents" our efforts, our challenges, and our successes and failures. It is important to create a safe space where people can be with the work and their emotions.

7. Next Steps

a. Have a chart with the tasks needing support. Identify in advance all the work that needs to get done in key areas. Seek folks who can sign on to areas as well as specific tasks.
b. Examples may include:
    i. Outreach to parents for the design community.

    ii.   Looking up best practices research in the areas of the school plan (teaching and learning, student support-interventions, parent involvement, et.).

    iii.   Surveying students about their interests and passions as well as their take on school.

    iv.   Seeking organizations that might be interested in partnering with the new school and finding out what they can offer in the way of: community service projects, donations, hands-on learning, mentorship, etc.

    v.   Creating a contact sheet of the teams contact information.

    vi.   Assisting in putting together materials for the next meeting.

c.   Set GOALS for these tasks so that people who sign on have direction. Confirm WHEN the leader will meet with individuals to assist and spell out the work.

    i.   **Rationale**: Pick up on the momentum of the team. Distribute the leadership. Build capacity. Get support around major pieces of the work. Access strengths and expertise in the group. Move the work forward.

8. Appreciations

    i.   **Rationale**: Because we all deserve to be validated and appreciated for our hard work and efforts.

APPENDIX III: DEFINED AUTONOMIES – per Superintendent Antwan Wilson

1. <u>**Universal Support**</u> – All Schools Have Defined Autonomy Beginning with Academic Guidance Document:
   a. Scope and Sequence
      i. Aligned to the standards – Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), Advanced Placement (AP) along with other core content standards
      ii. The scope and sequence documents should be available electronically and should contain links to instructional resources aligned to each standard. The district should have resources of the highest quality collected from around the country in addition to the resources developed in OUSD. These resources should be Pre-K through 12th grade.
      iii. All content areas covered – as well as links to information of expected pedagogical practices, e.g., balanced literacy, 4T's, close reading, academic discussions, etc.
      iv. School have autonomy on order and weight of standards taught within the unit window based on school specific data and agreements within their Instructional Leadership Teams and collaborative planning
   b. Aligned District Assessment Calendar
      i. Clear plan for standards aligned assessments for all district schools – there should only be a few required all district assessments. Should be CCSS aligned. Extent it can be Smarter Balance interim, all the better.
      ii. There should be a bank of items (including performance tasks) for school developed standard aligned interim assessments given in short intervals – once a week to no more than 6 weeks apart.
      iii. Bank of performance tasks aligned to the standards for schools/teachers to use formatively in their classrooms daily.
      iv. Clearly specified reading and math diagnostic assessments – used regardless of the acceleration program in use at the school, e.g. Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), Measures of Academic Progress (MAP), etc.
      v. District Data Driven Instruction (DDI) Framework – Schools must use this cycle or have equivalent
   c. Acceleration Strategy
      i. Clearly defined methodology for literacy and math
      ii. Plan for monitoring student progress – weekly and monthly at the school and at least quarterly at the district-level.
      iii. Aligned to Diagnostic Assessments – used to measure progress in reading and math

  iv. Includes plan to accelerate students on the high end of the spectrum as well or student who have potential to do more, e.g., gifted education, identifying students to ready for AP Calculus AB and BC by senior years, and AVID

 d. Accountability – How we measure school progress

  i. Common Measures of School Success using School Performance Framework

  ii. Continuous Improvement Guide Discussions – The data should be available each month drilled down to the classroom and school level. These should be data informed conversations.

  iii. School Site Plan Trackers – Should be discussed once a month. A discussion of specific evidence of school progress implementing their school site plan goals and strategies.

 e. Plan for Celebrating Success

  i. Should include network level recognition. It should include highlighting exemplary practice and intentionally engaging these schools in sharing, modeling, and teaching of effective practices to colleagues. Helping to design and co-construct professional learning. Also helping mentor other leaders.

  ii. Beginning and End of Year Recognitions from district

 f. Plan for Support

  i. Support is based on demonstrated <u>capacity to effectively lead</u> and demonstrated <u>growth in student achievement</u> and <u>strong school culture</u> over time.

  ii. Autonomy should be given until one or all of the above are not present.

  iii. Framework for escalating interventions (from universal, to targeted, and to intensive support) should be public. This needs to be developed with all speed!

2. **Targeted** - Schools receive support based on a specific need(s) at targeted schools.

 a. Examples of support include – site governance, restorative approaches, ELL instruction, Literacy and Math or other Core Academic Program Support, Acceleration Program Support to close a targeted achievement gap, Data- Driven Instruction (DDI), Observation and Feedback

 b. The supported is restricted to the needed area that has been identified. The school maintains universal autonomies in other areas.

 c. The targeted support ends with demonstrated capacity, student performance, and/or school culture growth in the target area(s)

3. **Intensive** – Intensive Intervention Impacting the Entire School

 a. Strategies include – Transformation, Replacement of School, Restart and Phase Out, Closure

 b. Tied to additional dollars (assuming there's no closure)

 c. Should involve an extensive community process – the Network Superintendent Team, ALT, and others should support this process

<u>Pillars – Intensive Support</u>

1. *Pillar #1: Effective Leadership Pipelines*
    a. Strong Principal with ability to provide vision and move to tactical implementation of new school model and plan.
    b. Thoughtful selection of leadership team – Includes Assistant Principal, Instructional Coaches, Teacher Leaders, Parent Engagement, etc. All should have demonstrated past success.
    c. Succession Plan developed on the front end – want to make sure we have thought through whom the next principal will be when starting a new school or school design. Need to make sure we have succession plans for all key leaders in a school.
    d. Need to propose incentives for school leaders taking on intensive support schools (depending upon the recommendations it would require collaboration with unions).

2. *Pillar #2: Intentional and Extended Use of Time* (Needed for Community School Implementation and Acceleration of Student Achievement)
    a. Academic Program maximizes school day, instructional class time, and school calendar year to accelerate student learning and growth
    b. Additional Time pursued to promote acceleration of academic progress
    c. Thoughtful professional learning time for adults – includes collaboration, DDI, and time to role play and practice.

3. *Pillar #3: Linked Learning (Personalized Learning Pedagogy)*
    a. Mix of Large, small, and individualized learning experiences
    b. Integration of technology for teaching and learning
    c. Targeted student acceleration for English and Math during the school day and beyond for students – first by student choice and then required when not chosen
    d. Intentional classroom design – experiential/project based learning, learning out in community, state, nationally, and/or internationally

4. *Pillar #4: Rigorous Academics*
    a. Effective pedagogical strategies with vertical and horizontal alignment within the school (and feeder schools contemplated)
    b. Plans for support, observation, feedback, and evaluation of educators to support high quality instruction
    c. Intentional course offerings with an emphasis on student mastery of content standards and accelerated student learning
    d. Social Emotional Learning integration

e. Strong Elective and Co-Curricular Program – e.g., Arts, Music, Robotics, Gaming/Coding, Speech and Debate, World Language, Constitutional Scholars, Forensics, Drama, Dance, World Language, Chess, Linked Learning Themed-Based Electives, etc.

5. *Pillar #5: Strong School Culture*
    a. Defined school values that are taught and all individuals in the school are expected to uphold them
    b. Clear Culturally Responsive Restorative Approach to Discipline
    c. Effective Site Governance - Distributive Leadership
    d. Parent Engagement/Empowerment
    e. Student Engagement and Voice

APPENDIX IV: What is the Effective Schools Process?[xx]

Having called up the quote by Ron Edmunds at the start of this Playbook, we have included the "Effective Schools Process" which outlines much of Ron Edmunds research on what makes schools successful for ALL children.

There is much confusion in the field of education about just what concepts the Effective Schools Process uses to achieve success, and how those concepts have been applied to each school, district, and state system of public school education in the United States and around the world. The National Center for Effective Schools Research and Development over the years of its existence (1986-2004) clarified and made consistent the unifying principles drawn from Ronald Edmonds' original "Correlates of Effective Schools".

Edmonds' original correlates numbered five. These were the characteristics of unusual schools that in spite of the fact that their students came from low-income families taught over 90% of their students to a standard of achievement that permitted them to succeed at the next grade level. Edmonds and his colleagues at Michigan State and at Harvard University researched and developed the effective school correlates over the decade of the seventies. He defined these early correlates, in very plain but only early researched language, in his 1982 paper "Programs of School Improvement: An Overview," according to Lezotte, as:

➢ *the leadership of the principal notable for substantial attention to the quality of instruction;*

➢ *a pervasive and broadly understood instructional focus;*

➢ *an orderly, safe climate conducive to teaching and learning;*

➢ *teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery; and*

➢ *the use of measures of pupil achievement as the basis for program evaluation.*

(These are listed as reported in Lawrence W. Lezotte's recent paper, "Effective Schools: Past, Present, and Future.")

These five later were reorganized, re-crafted and expanded by NCESRD's board of Edmonds' former colleagues and other followers, and are the official Effective Schools Process (SM) stated correlates:

Clear and Focused School Mission
There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to the instructional goals, priorities, assessment procedures, and accountability

Safe and Orderly Environment
There is an orderly, purposeful atmosphere that is free from the threat of physical harm for both students and

staff. However, the atmosphere is not oppressive and is conducive to teaching and learning.

High Expectations
The school displays a climate of expectation in which the staff believes and demonstrates that students can attain mastery of basic skills and that they (the staff) have the capability to help students achieve such mastery.

Opportunity to Learn and Time on Task
Teachers allocate a significant amount of classroom time to instruction in basic skills areas. For a high percentage of that allocated time, students are engaged in planned learning activities directly related to identified objectives.

Instructional Leadership
The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, and students, and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program at the school.

Frequent Monitoring of Student Progress
Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher-made tests, samples of students' work, mastery skills checklists, criterion-referenced tests, and norm-referenced tests are used. The results of testing are used to improve individual student performance and also to improve the instructional program.

Positive Home-School Relations
Parents understand and support the school's basic mission and are given opportunity to play an important role in helping the school achieve its mission

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

END NOTES

i http://www.generationready.com/wp-content/uploads/2014/11/Stosich_Measuring-School-Capacity-for-Continous-

ii AMO: Annual Measurable Outcomes – Federally required progress. Schools not meeting AMO's for two years are designated under ESEA Waiver to receive differentiated supports.

iii http://www.hc-sc.gc.ca/ahc-asc/pubs/_contribution/ripple-ricochet/index-eng.php#a11

iv Definition provided by National Equity Project: http://nationalequityproject.org

v https://drive.google.com/a/ousd.k12.ca.us/folderview?id=0B64Z1eSAGCiCdDdVNDgzeXQ3V1E&usp=sharing_eid&tid=0B-tUGzV4TstSdFBHcVdqLWZDWVE

vi https://drive.google.com/a/ousd.k12.ca.us/folderview?id=0B64Z1eSAGCiCdDdVNDgzeXQ3V1E&usp=sharing_eid&tid=0B-tUGzV4TstSdFBHcVdqLWZDWVE

vii Developed from IDRA and Bradley Scott's equity questions from the Southern Equity Assistance Center

viii http://www.eduwonk.com/NSNO.IncubationGrant.pdf

ix http://charterschools.org/olc/images/stories/resources/Supporting_New_School_Development_Playbook.pdf

x http://edglossary.org/backward-design/

xi
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=20&ved=0CFMQFjAJOAo&url=http%3A%2F%2Fwww.hfrp.org%2Fcontent%2Fdownload%2F4523%2F120116%2Ffile%2FHFRP%2520Research%2520Spotlight_Resources%2520on%2520Using%2520Evaluation%2520for%2520Continuous%2520Improvement_4142014.pdf&ei=SmpYVfKlEYPRsAW424DoBg&usg=AFQjCNHqAwjAU4I5MzU6lDuJpSqmoWnU0w&sig2=adCmPYHidhn4rcAYaco9RA

xii Mediratta & Fruchter, 2001, p. 5

xiii C. Brown, personal communication, October 3, 2003

xiv National Center for Schools and Communities,   2002b

xv Moll, Amanti, Neff, & Gonzalez, 1992

xvi Zachary & olatoye, 2001

xvii https://hbr.org/2004/04/the-ambidextrous-organization

xviii http://www.doe.mass.edu/apa/sss/turnaround/2014PracticesReport.pdf

xix http://www.mde.k12.ms.us/docs/school-recovery/leading_indicators_of_school_turnarounds.pdf?sfvrsn=2

xx *© 1995 NCESRDF and Lake Forest College revisions, 2010*