SCHOOL REDESIGN

HIGH SCHOOL REDESIGN WORKBOOK

CSHSC

CROSS STATE HIGH SCHOOL COLLABORATIVE

Using ESSA to redesign high schools for the 21st Century

SCHOOL REDESIGN

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CSHSC At a Glance

EVIDENCE-BASED

MINDSET SHIFTS

FROM	TO
Individual Perspective	Team Perspective
Everyone for Themselves	Relational Trust
Hierarchical	Distributed Leadership
Separation	Unity
Data for Accountability	Data for Improvement

FROM	TO
Individual Orientation	Collective Efficacy
Extrinsic	Intrinsic
Mistake = BAD	Mistake = LEARNING
Ritualized Performance	Attain Something Worthwhile
Assessment of Learning	Assessment for Learning

FROM	TO
Mistake = BAD	Mistake = LEARNING
Punitive	Restorative
Deficit	Asset-based
Fixed Mindset	Growth Mindset
Conformity	Inclusive

FROM	TO
Sorting & Ranking	Post-Secondary for All
Compliance	Commitment
Seat Time	Relevance

PRACTICES

ORGANIZING ADULTS

- Teacher Teams
- Distributed Leadership
- Relationships & Trust
- Data-Driven Decision Making

TEACHING & LEARNING

- Create Challenging & Caring Classrooms
- Use the Learning Sciences
- Professional Learning Communities & Instructional Coaching
- Formative Assessments

STUDENTS AT THE CENTER

- Promote Purpose, Hope, and Agency
- School Climate Built on Safety, Trust, and Student Voice
- EWS & Multi-Tiered Student Responses & Community Partnerships
- Positive Developmental Relationships

POSTSECONDARY PATHWAYS

- Universal Participation
  - Awareness Activities
  - Extra-Curricular & Guidance Focused on Postsecondary Option
  - Supported Postsecondary Options
- Family, Community, and Student Voice and Choice

Redesign High Schools to Support Their Communities in the 21st Century.

Using ESSA to Create High Schools that Help Communities Thrive in the 21st Century

- Hopeful, positive, future-orientated frame to design high schools for the 21st century rather than being seen as failed schools in need of reform
- Goal is not a high school diploma but strong pathways through high school to post-secondary and adult success for all students
- Evidence-based, but locally customized/orientated-not one way for all
- Address stress and scarcity through capacity building and technical assistance partners tightly aligned to community re-design vision and goals
- Break social isolation via school networks facing similar challenges, provide opportunity for school leaders to travel to see other possibilities
- In high needs communities, make redesigned high school the center of community economic development and social integration efforts

Global Guiding Questions

How might we create a school where we all want to be?

- A school with stronger outcomes? A school that is filled with joy? A school that is hopeful?

How might we come to a common understanding of our shared opportunities and challenges?

How might we best utilize the different strengths of adults and students in the school?

- How might we increase human resources in creative and low cost ways?
- How might we creatively involve our community in the process?

How might we create an environment where we are one with a sense of belonging given the context we are in?

- How might we build on the relationship strengths of adults and students?
- Share a time when your school environment made you and others in the school feel a strong sense of belonging?

How will our school culture support redesign opportunities?

- Where will we build in time and places for continuous reflection?

How might we embrace the conflict and ambiguity which is inherent in change?

Timeline

Who are We Designing For?

School Name: _____

School Demographics			
Enrollment		Principal Tenure and Circumstances	
Grade 9 Enrollment		Number of Teachers	
Grade 10 Enrollment		Number of ELA Teachers	
Grade 11 Enrollment		Number of Math Teachers	
Grade 12 Enrollment		Number of Staff Total	
% Free/Reduced Lunch		Number of 1st Year Teachers	
% English Language Learners		Data Access	
% Special Education		Current Significant Partners	
% Economically Disadvantaged		Current and Recent Grads	
% Caucasian			
% African American			
% Hispanic			
% Native American			
% Asian/Pacific Islander			
% Other:			

School Data (Previous Year: _____)			
Grade 9 ELA On Track Rate		Gr. 9 State Assessment Meets/Exceeds	
Grade 9 Math On Track Rate		Gr.10 State Assessment Meets/Exceeds	
Grade 9 Attendance On Track		Gr.11 State Assessment Meets/Exceeds	
Grade 9 On Track/Promotion Rate		Gr.12 State Assessment Meets/Exceeds	
Grade 10 ELA On Track Rate		School Wide Tardiness Rate	
Grade 10 Math On Track Rate		School Wide Attendance On Track	
Grade 10 Attendance On Track		Average ACT/SAT Score	
Grade 10 On Track/Promotion Rate		ADA	
Grade 11 ELA On Track Rate		ISS Rate	
Grade 11 Math On Track Rate		OSS Rate	
Grade 11 Attendance On Track		Expulsion Rate	
Grade 11 On Track/Promotion Rate			
Grade 12 ELA On Track Rate			
Grade 12 Math On Track Rate			
Grade 12 Attendance On Track			

Student Profiles

Results of Student Interviews (9th and 12th Graders)

	Student 1	Student 2	Student 3	Student 4	Student 5
9th Grade					

	Student 1	Student 2	Student 3	Student 4	Student 5
12th Grade					

Data Statements or Observations

ORGANIZING ADULTS

Guiding Redesign Questions

Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might we build on the current strengths and talents of our staff?**
- **How might we develop strong relationships between teachers, and between teachers and administrators?**
- **How might we support the ongoing development of teachers AND LEADERS? How will you provide principal coaching/support in your school? How will you seek to utilize state-trained mentor teachers to build capacity in your school?**
- **How might we create a culture of data-driven decision making and make the data needed for sound decisions widely available?**
- **How might we ensure teachers and others have time to plan collaboratively?**
- **How might we form interdisciplinary teams of adults?**
- **How might we create a school master schedule and expanded learning opportunities that supports our redesign and enables the implementation of evidence-based practices in organizing adults, supporting students, teaching and learning and postsecondary pathways?**
- **How do you plan to effectively attract, recruit, and retain teachers and administrators, including any planned partnerships?**

Evidence-Based Practice

Teacher Teams: Interdisciplinary, working with cohorts of students

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Distributed Leadership: Staff play multiple roles and decision making is dispersed

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Leadership Development: Opportunities and pathways for teacher leadership

Areas of Strength		**STRATEGIES**
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Relationships and Trust: Strong relationships between teachers and admin & teachers

Areas of Strength		**STRATEGIES**
Mindset Challenges		
Big Idea to Explore with Stakeholders		

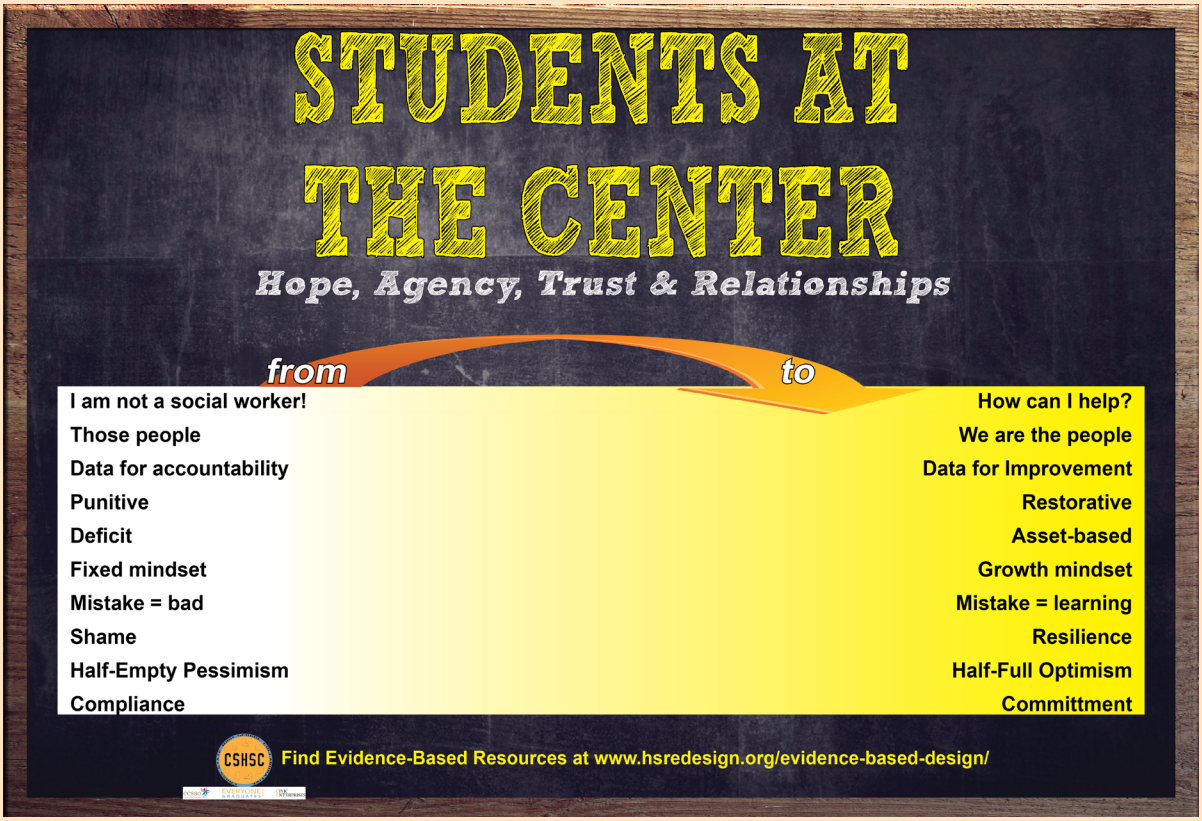
Evidence-Based Practice

Data Driven Decision Making: Real-time, predictive data about students being used to make team intervention decisions and drive school-wide decisions and priorities

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

STUDENTS AT THE CENTER



Guiding Redesign Questions

Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might we make room for and listen to student voice in our redesign efforts?**
- **How might we create a school environment that supports the development of positive relationships between students, and students and staff?**
- **How might we develop and then sustain structures that recognize/celebrate students and staff?**
- **How might we assign/schedule students so they can be known by the adults in our school?**
- **How might we shape student experiences to enable them to experience hope, agency, and purpose?**
- **How might we embrace Restorative Practices or other evidence-based frameworks that support positive voice, choice, and belonging at our school for adults and kids?**
- **How might we adapt and improve our existing student support strategies to create a powerful early warning and multi-tiered support system that continually monitors all students' progress and keeps them on track to postsecondary success?**

Evidence-Based Practice

Positive developmental relationships with adults.

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Early Warning and multi-tiered student response systems and community supports

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Building hope, agency, and purpose.

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

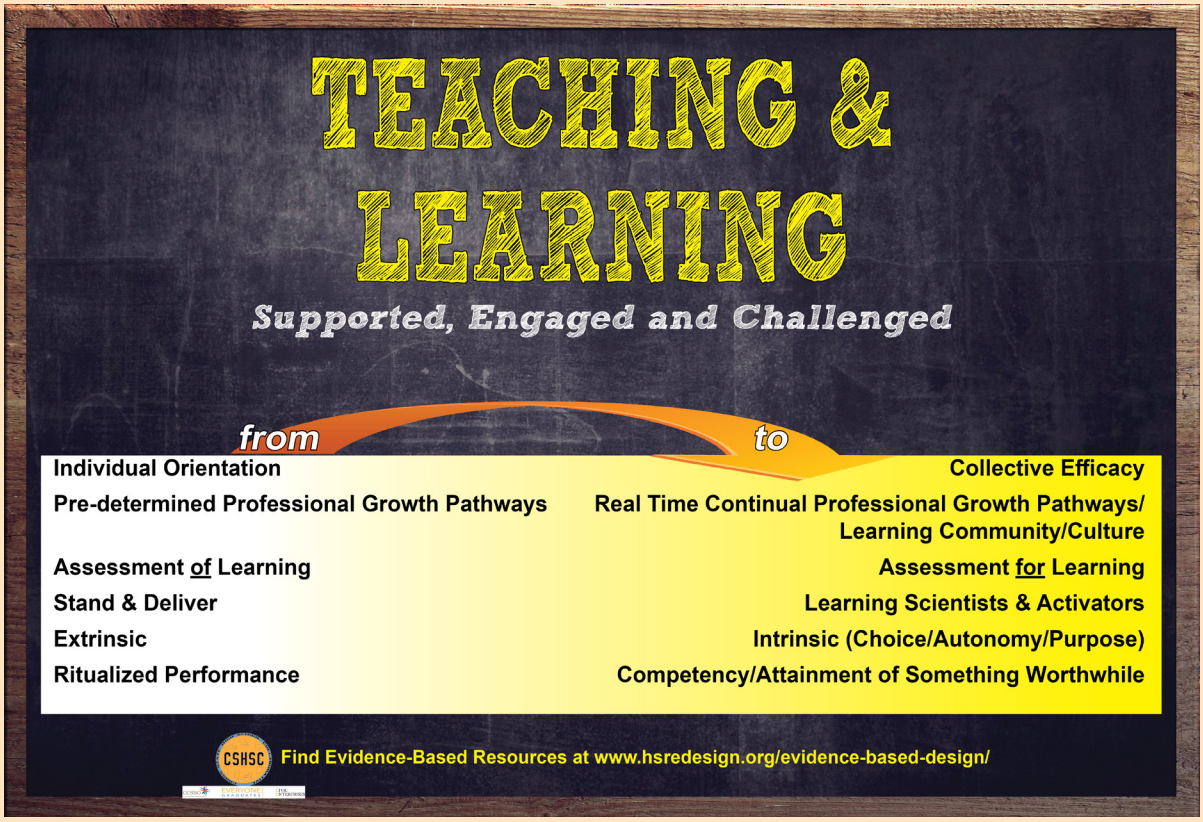
Evidence-Based Practice

Restorative practices

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

TEACHING & LEARNING



Guiding Redesign Questions

Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might we build adult capacity in our school and community to create learning environments that balance challenging students to achieve at high levels with a sense of caring and support?**
- **What high quality curriculum will your schools implement for each core subject area?**
- **How will your school monitor and improve implementation over time?**
- **What partners will your school work with to provide both initial and ongoing professional development for both new and returning teachers?**
- **What structures will your school use to ensure effective, collaborative, and curriculum-driven planning and reflection?**

Evidence-Based Practice

Choice of high quality curricula

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Strong curriculum implementation with fidelity and structures to support ongoing implementation monitoring

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Focus on building teacher capacity through high quality PD, PLCs, coaching and supports

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

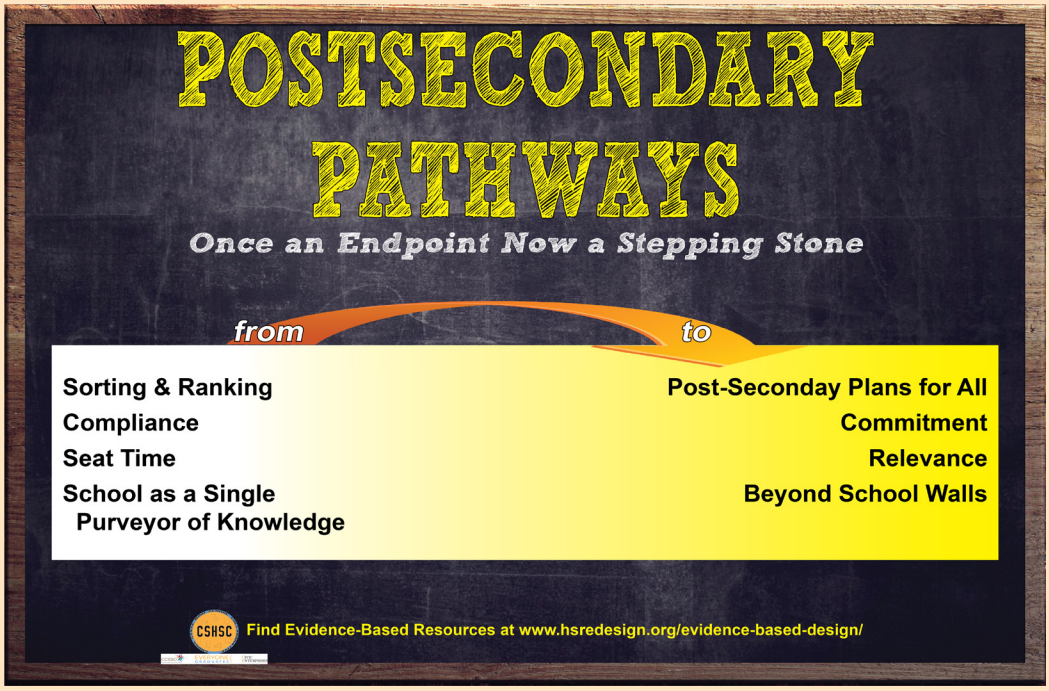
Evidence-Based Practice

Balancing challenge and caring in the classroom

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

POSTSECONDARY PATHWAYS



Guiding Redesign Questions

Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might we create opportunities for work-based learning, job shadowing, and internships at the scale needed?**
- **What activities are being implemented to ensure students have access to experiences that will prepare them for college and/or a career, and how might we assess competencies attained in those experiences?**
- **How might we support ongoing college and career planning programming that starts in freshman year, including family awareness/communication, and college admissions counseling?**
- **How might we think about career pathways and personalized postsecondary journeys for students? How could drop out prevention programs connect to and support those efforts?**
- **How might we incorporate student/family voice and choice in postsecondary planning?**
- **How might we provide rich universal school experiences (electives, extra-curricular activities, etc.) for all students?**
- **What Jump Start Statewide Pathways are available that promote post-graduation preparation? What is your statewide credential attainment goal?**
- **What funded college credit opportunities/courses are available to students? Who are the partners/entities providing access to college credit opportunities/courses?**

Evidence-Based Practice

Choice of pathway is up to student and family. Universal participation for access for all.

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice **All students are supported to develop and execute a comprehensive plan that leads to college and career**

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Integration of technical and academic content. Integrating academic content into our CTE courses and career concepts in our academic courses

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Dual enrollment/Early College/AP–IB. Ability to earn credit in a college or career technical certification program.

		STRATEGIES
Areas of Strength		
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Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

Our commitment to seek community feedback on redesign.