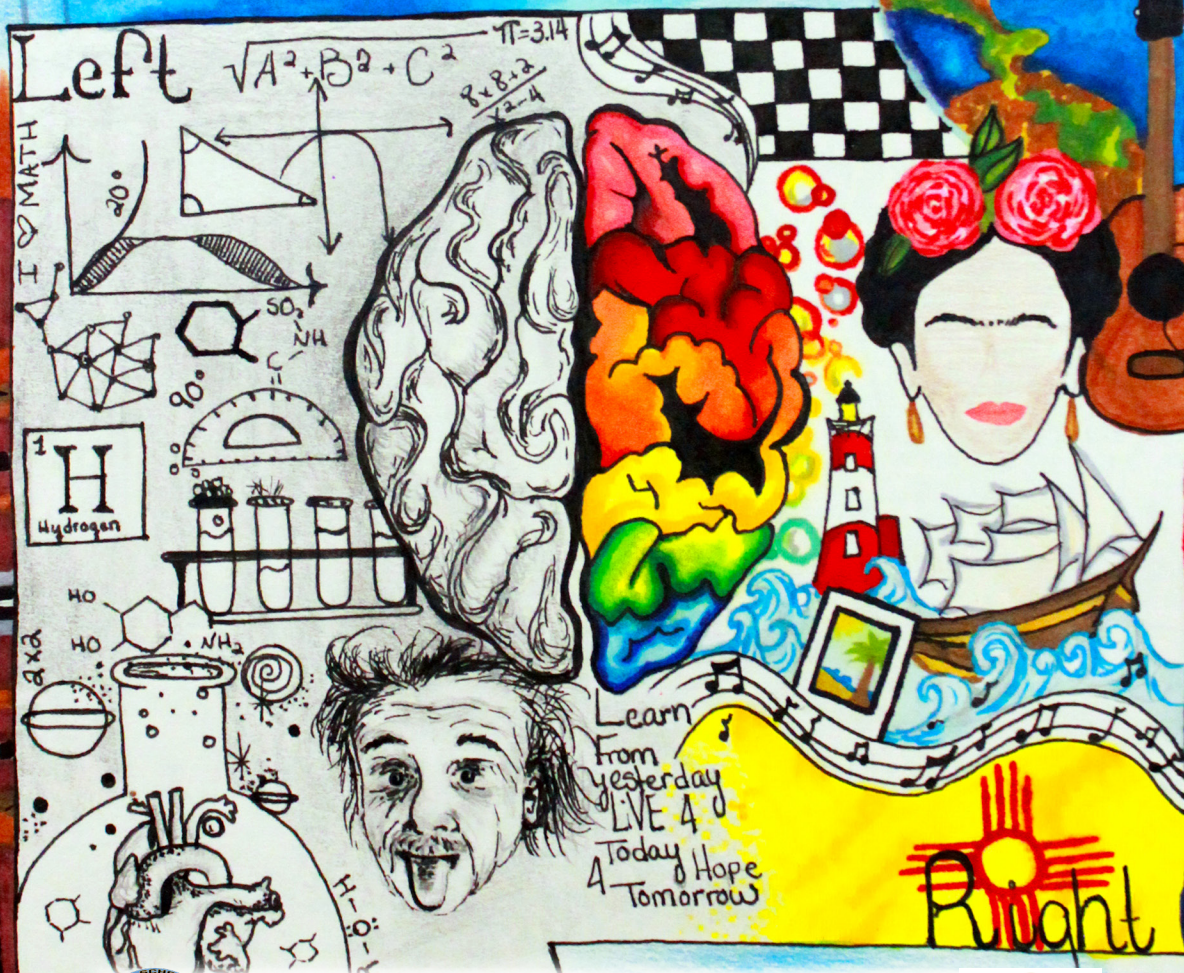


# HIGH SCHOOL REDESIGN WORKBOOK







## Table of Contents

|   |    |
|---|----|
| Using ESSA to Redesign High Schools .....               | 1  |
| Global Redesign Guiding Questions .....                 | 2  |
| Redesign Sequence of Events .....                       | 2  |
| Who are We Designing For: Student Profiles .....        | 4  |
| Who are We Designing For: Demographic Information ..... | 6  |
| Community Feedback on Redesign .....                    | 8  |
| Organizing Adults .....                                 | 9  |
| Evidence-Based Practice Worksheets                      |    |
| Students at the Center .....                            | 13 |
| Evidence-Based Practice Worksheets                      |    |
| Teaching & Learning .....                               | 17 |
| Evidence-Based Practice Worksheets                      |    |
| Postsecondary Pathways .....                            | 21 |
| Evidence-Based Practice Worksheets                      |    |

# Using ESSA to Redesign High Schools to Support Their Communities 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 postsecondary 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 redesign 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 recognize our students as a community resource?

***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?***

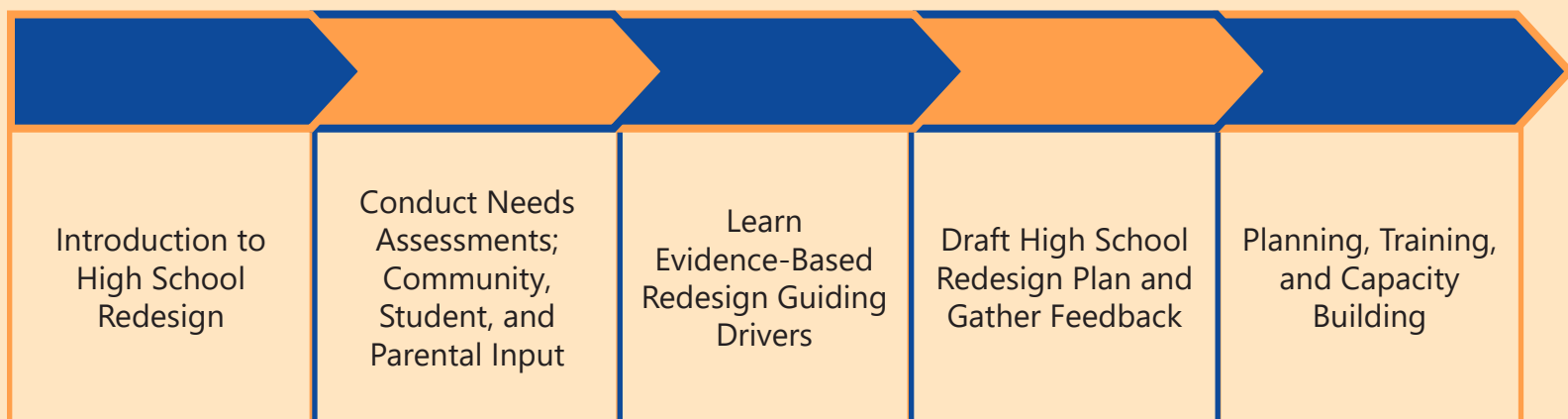
- How might we build on the relationship strengths of adults and students?
- Share a time when your school environment made you and others in the school feel a strong sense of belonging?

***How will our school culture support redesign opportunities?***

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

***How to embrace the conflict and ambiguity which is inherent in change?***

## Redesign Sequence of Events



# Shifting to Evidence-Based Practices

| ORGANIZING ADULTS   | STUDENTS AT THE CENTER  | TEACHING & LEARNING  | POSTSECONDARY PATHWAYS  |
|---|---|--|---|
| MINDSET SHIFTS  | MINDSET SHIFTS  | MINDSET SHIFTS   | MINDSET SHIFTS  |
| Isolated classrooms ➡ Integrated teams of adults  | I am not a social worker! ➡ How can I help?   | Individual orientation ➡ Collective efficacy   | Sorting and ranking ➡ Postsecondary plans   |
| Everyone for themselves ➡ Relational trust  | Those people ➡ We are the people  | Assessment <b>OF</b> learning ➡ Assessment <b>FOR</b> learning   | Compliance ➡ Commitment   |
| Individual perspective ➡ Team perspective   | Data for accountability ➡ Data for improvement  | Stand and deliver ➡ Learning scientists and activators   | Seat time ➡ Relevance   |
| Bureaucratic ➡ Human/End user   | Punitive ➡ Restorative  | Extrinsic ➡ Intrinsic (Choice, Autonomy)   | School as a single purveyor of knowledge ➡ Beyond school walls  |
| Hierarchical ➡ Distributed leadership   | Deficit ➡ Asset-based   | Ritualized practice ➡ Competency, Attainment of something worthwhile   |   |
| Compliance ➡ Commitment   | Fixed mindset ➡ Growth mindset  | Mistake = BAD ➡ Mistake = LEARNING   |   |
| Half-empty pessimism ➡ Half-full optimism   | Shame ➡ Resilience  |  |   |
|   | Compliance ➡ Commitment   |  |   |
| <b>PRACTICE</b>   | <b>PRACTICE</b>   | <b>PRACTICE</b>  | <b>PRACTICE</b>   |
| <i>It's teams, not individuals</i>  | <i>Hope, Agency, Trust &amp; Relationships</i>  | <i>Supported, Engaged &amp; Challenged</i>   | <i>Once and Endpoint, Now a Stepping Stone</i>  |
| <ul style="list-style-type: none"> <li>Teacher teams</li> <li>Distributed leadership</li> <li>Relationships &amp; trust</li> <li>Data-driven decision making</li> </ul> | <ul style="list-style-type: none"> <li>Promote purpose, hope, and agency</li> <li>School climate built upon safety, trust, and student voice (e.g., restorative practices)</li> <li>EWS and multi-tiered student response and community partnerships</li> <li>Positive development relationships</li> </ul> | <ul style="list-style-type: none"> <li>Create challenging and caring classrooms</li> <li>Use the learning sciences</li> <li>Use professional learning communities and instructional coaching</li> <li>Formative assessments</li> </ul> | <ul style="list-style-type: none"> <li>Universal participation in postsecondary guidance, navigation supports, and experiences</li> <li>Learning outside the classroom walls</li> <li>Strong pathways to postsecondary success—student and parental choice</li> </ul> |

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



# Who Are We Designing For? Student Profiles

## 9th Grade Student 1

## 9th Grade Student 2

## 9th Grade Student 3

## 9th Grade Student 4

# Who Are We Designing For? Student Profiles

## 12th Grade Student 1

## 12th Grade Student 2

## 12th Grade Student 3

## 12th Grade Student 4

# Who Are We Designing For?

## Demographic Information

Use your school's data to help guide your redesign. We've started off with some basic questions to help guide your team through this section. Feel free to add any data points to the ones provided.

- Who are the students in our school?
- Who are our entering ninth graders?
- Where do our graduates go?
- Who is in our community

### Who are the students in our school?

#### Enrollment

|                             |  |                              |  |
|-----------------------------|--|------------------------------|--|
| Grade 9 Enrollment          |  | % Economically Disadvantaged |  |
| Grade 10 Enrollment         |  | % Caucasian                  |  |
| Grade 11 Enrollment         |  | % African American           |  |
| Grade 12 Enrollment         |  | % Hispanic                   |  |
| % Free/Reduced Lunch        |  | % Native American            |  |
| % English Language Learners |  | % Asian/Pacific Islander     |  |
| % Special Education         |  | % Other:                     |  |

#### Additional Data

|                                    |  |                                      |  |
|------------------------------------|--|--------------------------------------|--|
| Principal Tenure and Circumstances |  | ADA                                  |  |
| Number of Teachers                 |  | Average ACT/SAT Score                |  |
| Number of Staff Total              |  | ISS Rate                             |  |
| Number of 1st Year Teachers        |  | OSS Rate                             |  |
| School Wide Tardiness Rate         |  | Expulsion Rate                       |  |
| Chronic Absentee Rate              |  | Current Significant Partners         |  |
| State Assessment Outcomes          |  | • Youth & Social Service agencies    |  |
|                                    |  | • After school programs/initiaitives |  |
|                                    |  | • Internships                        |  |
|                                    |  | • Non-profit partnerships            |  |



# Who Are We Designing For?

## Demographic Information

### Who are our entering ninth graders?

|                           |  |                 |  |
|---------------------------|--|-----------------|--|
| 8th Grade Attendance Rate |  | Suspension Rate |  |
| GPA                       |  | Test Scores     |  |
| Overage for Grade         |  |                 |  |
|                           |  |                 |  |
|                           |  |                 |  |

### Where do our graduates go?

|                     |  |            |  |
|---------------------|--|------------|--|
| Postsecondary       |  | Military   |  |
| • Two-year College  |  | Employment |  |
| • Four-year College |  |            |  |
|                     |  |            |  |
|                     |  |            |  |

### Who is in our community?

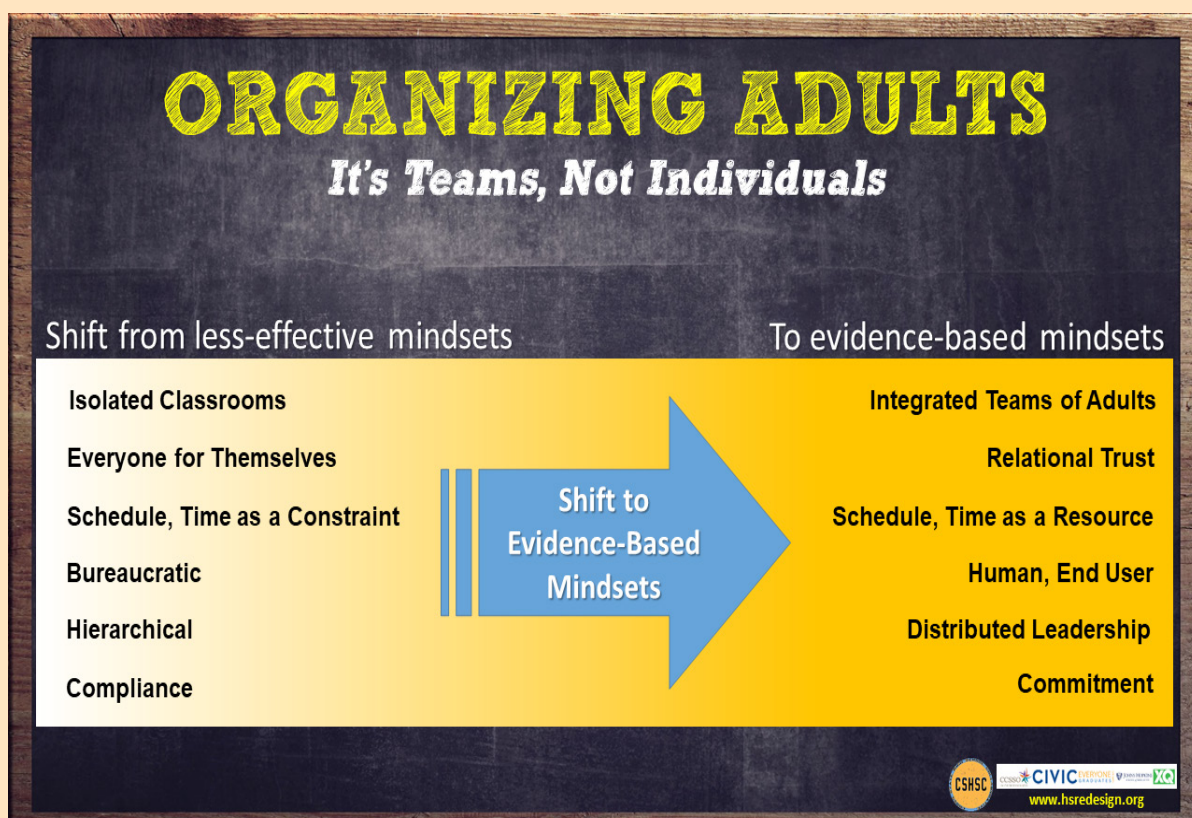
|  |  |  |  |
|--|--|--|--|
| Significant Employers                                    |  | Significant Non-Profits                          |  |
| Significant Grass Roots Organizations                    |  | What is the closest higher-learning institution? |  |
| How far away is the closest higher-learning institution? |  |  |  |
|  |  |  |  |
|  |  |  |  |

# **Who Are We Designing For?**

## **Community Feedback on Redesign**



# 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?**
- **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 that supports our redesign and enables the implementation of evidence-based practices in organizing adults, supporting students, teaching and learning and postsecondary pathways?**

**Evidence-Based Practice**

**Teacher Teams: Interdisciplinary, working with cohorts of students**

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
|  |  |                   |
|  |  |                   |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |

**Evidence-Based Practice**

**Distributed Leadership: Staff play multiple role and decision making is dispersed**

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
|  |  |                   |
|  |  |                   |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |



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 administration

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

**Evidence-Based Practice**

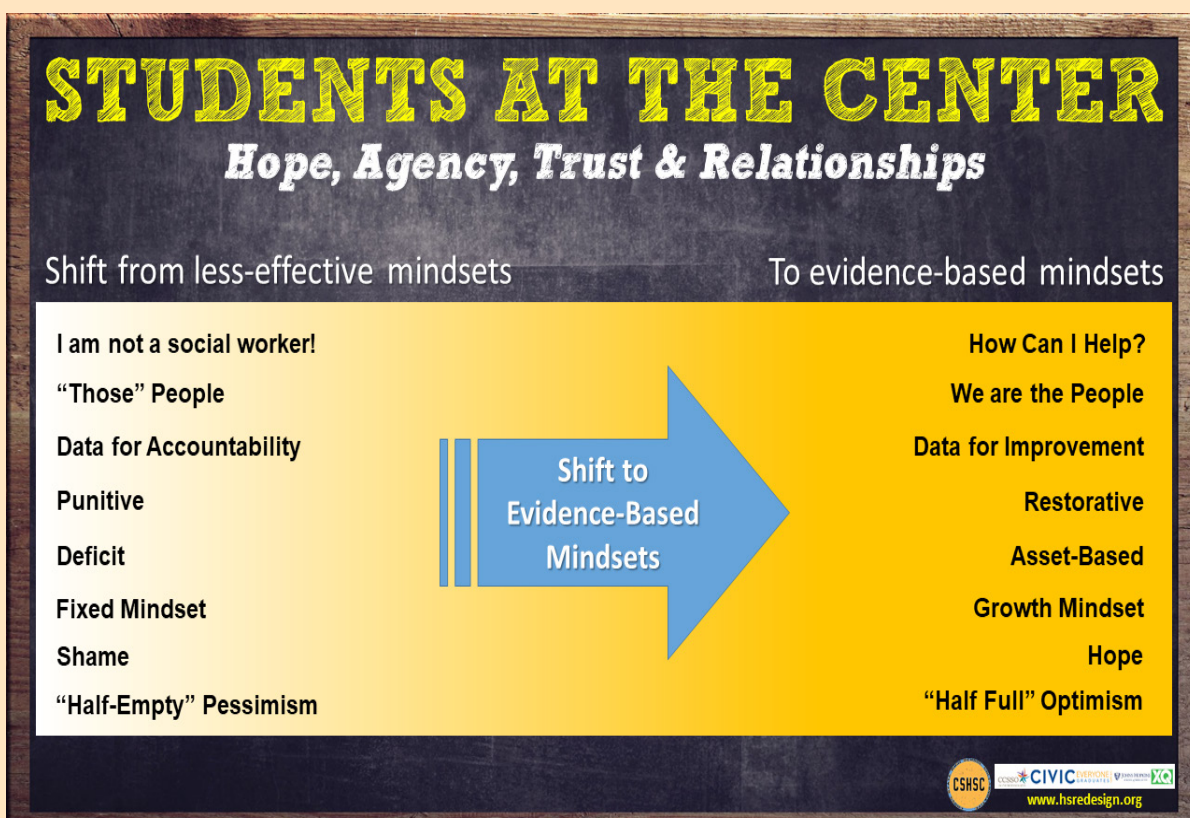
**Data Driven Decision Making: Real-time, predictive data about students being used to make team intervention decisions and drive school-wide decisions and priorities**

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |

**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 which supports the development of positive relationships between students and students, students and staff?
- How might we develop and then sustain structures and 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?
- How might we learn how to balance student choice and voice with structure and support?
- 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

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

Evidence-Based Practice

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

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



**Evidence-Based Practice**  
**Building hope, agency, and purpose**

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |

**Evidence-Based Practice**  
**School climate built upon safety, trust, and student voice (e.g., use restorative practices)**

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |

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 which balance challenging students to achieve at high levels with a sense of caring and support?
- How might we shift from instructional practices to learning sciences informed practices?
- How might we begin to balance the three "R's" (rigor, relevance and relationships) to create challenging and caring classrooms?
- How might we change our perception from "learning enough to pass and mistakes are bad" to "mistakes are how we learn on the path to competency-based achievement."
- How might we build a formative assessment culture to tailor instruction and supports?
- How might we provide professional development supports and skill-building opportunities necessary to teach today's learners and to empower them for the future?

**Evidence-Based Practice    Create challenging & caring classrooms; instructional teams use standards-aligned units of instruction for each subject and grade level, while engineering student engagement and providing student supports**

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |

**Evidence-Based Practice    Use the learning sciences**

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |



Evidence-Based Practice

Use professional learning communities (PLCs) and instructional coaching

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

Evidence-Based Practice

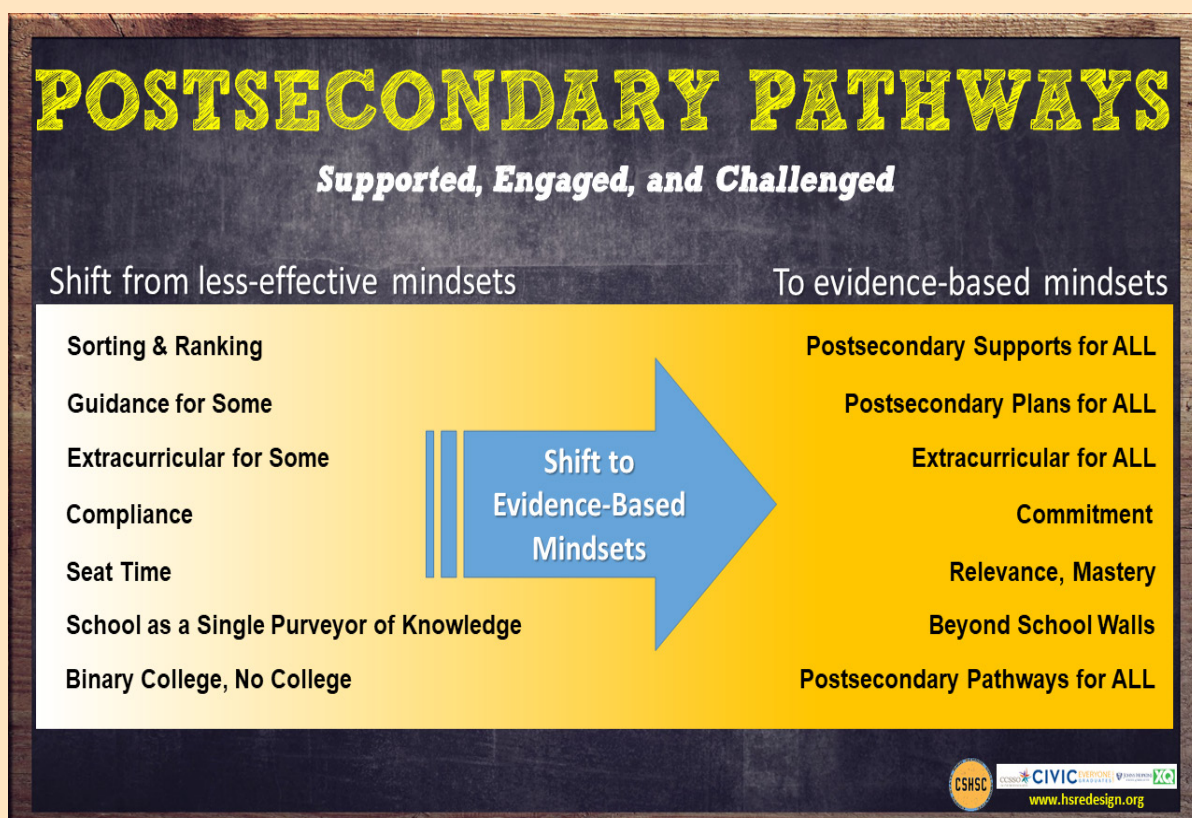
Formative assessments

|                                       |  |            |
|---------------------------------------|--|------------|
| Areas of Strength                     |  | STRATEGIES |
| 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?**
- **How might we assess student competencies?**
- **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 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?**

**Evidence-Based Practice**

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

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |

**Evidence-Based Practice**

**All students are supported to complete a comprehensive plan after high school**

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |



**Evidence-Based Practice**  
**Integration of technical and academic content. Integrating academic content into our CTE courses and career concepts in our academic courses**

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |

**Evidence-Based Practice**  
**Dual enrollment/Early College/AP–IB; ability to earn credit in a college or career technical certification program**

|  |  |                   |
|--|--|-------------------|
| <b>Areas of Strength</b>                     |  | <b>STRATEGIES</b> |
| <b>Mindset Challenges</b>                    |  |                   |
| <b>Big Idea to Explore with Stakeholders</b> |  |                   |

Notes, Questions & Wonderings: