

The background of the entire page is a dark blue field with a light blue grid. Overlaid on this grid are several interlocking gears of various sizes, drawn in white lines. The gears are arranged in a way that they appear to be meshing together, creating a complex mechanical pattern. Some gears are partially cut off by the edges of the page.

High School Redesign Resource Guidebook

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



- Hopeful, positive, future-orientated framework 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 opportunities for school leaders to travel to see other possibilities.
- In high-needs communities make the redesigned high school the center of community economic development and social integration efforts.



Global Guiding Questions



How might we create a school where everyone wants to be?

- 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 innovative ways?
- How might we creatively involve our community in the process?

How might we create an environment where everyone feels a sense of belonging?

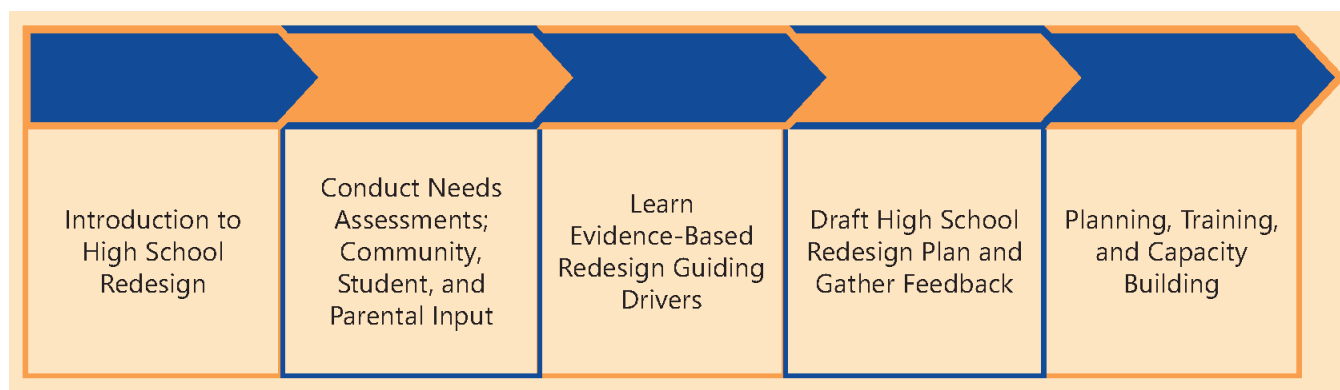
- How might we build on the relationship strengths of adults and students?

How will our school culture support redesign opportunities?

- Where will we build in time and places for continuous reflection?
- How will we embrace the conflict and ambiguity which is inherent in change?

How might we see our schools as engines of economic innovation?

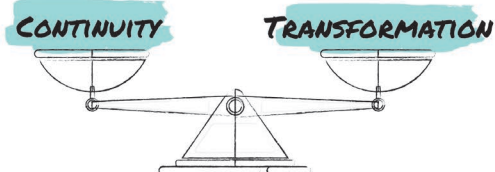
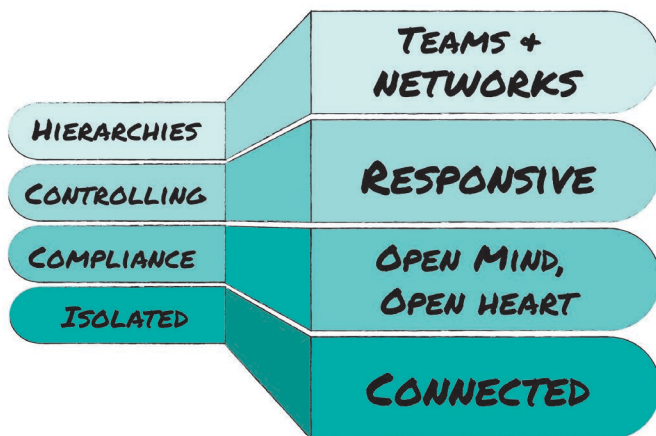
Redesign Sequence of Events



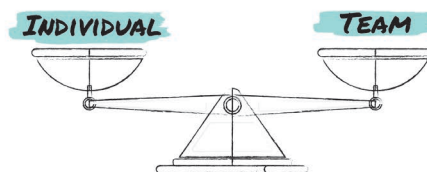
Shifting to Evidence-Based Practices

ORGANIZING ADULTS

MINDSETS



POLARITIES



EVIDENCE-BASED PRACTICES

TEACHER TEAMS
DISTRIBUTED LEADERSHIP
LEADERSHIP DEVELOPMENT
RELATIONSHIPS + TRUST
DATA-INFORMED DECISION MAKING
EARLY WARNING ON-TRACK SYSTEMS

SUPPORTING STRUCTURES

SCHEDULE
FLEX TIME
ACADEMIES
TRANSITION SUPPORTS
STUDENT COHORTS

FRESHMAN ACADEMY
COLLABORATIVE PLANNING TIME
PERSONALIZED LEARNING LANES
INTERDISCIPLINARY TEAMS

**ADAPTED TO
RESPOND TO**

STUDENT
DATA, NEEDS, VOICE

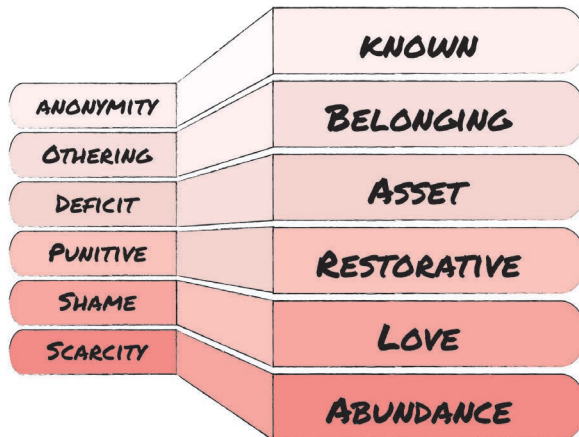
TEACHER
CAPACITIES

COMMUNITY
OPPORTUNITIES

Shifting to Evidence-Based Practices

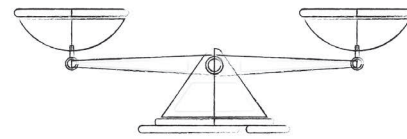
STUDENTS AT THE CENTER

MINDSETS



INDIVIDUAL ROLE
RESPONSE

HUMAN
RESPONSE



POLARITIES

EVIDENCE-BASED PRACTICES

POSITIVE DEVELOPMENTAL
RELATIONSHIPS
SUPPORTIVE PEER GROUP
VOICE + CHOICE
HOPE, AGENCY, BELONGING
RESTORATIVE PRACTICES
STUDENT WELLNESS

SUPPORTING STRUCTURES

ADVISORY	MENTORS / TUTORS	CIRCLES
INTEREST INVENTORIES	SURVEYS / FOCUS GROUPS / INTERVIEWS	MINDFULNESS
ACCESS TO HEALTH	OPEN ACCESS EXTRA CURRICULARS	STUDENT-LED REPORT CARD CONFERENCES
ACADEMICS / STUDENT COHORTS	COMMON PLANNING TIME	EWI
TOWN HALL / CHARETTES	PRO SOCIAL PROJECTS	MEDITATION
STUDENT COUNCIL	RITUALS + ROUTINES	WELLNESS CENTER
STUDENTS REPRESENTATION ON SCHOOL LEADERSHIP	STUDENT REPRESENTATION IN COMMUNITY EVENTS	UNSTRUCTURED TIME

ADAPTED TO
RESPOND TO

STUDENT
DATA, NEEDS, VOICE



TEACHER
CAPACITIES



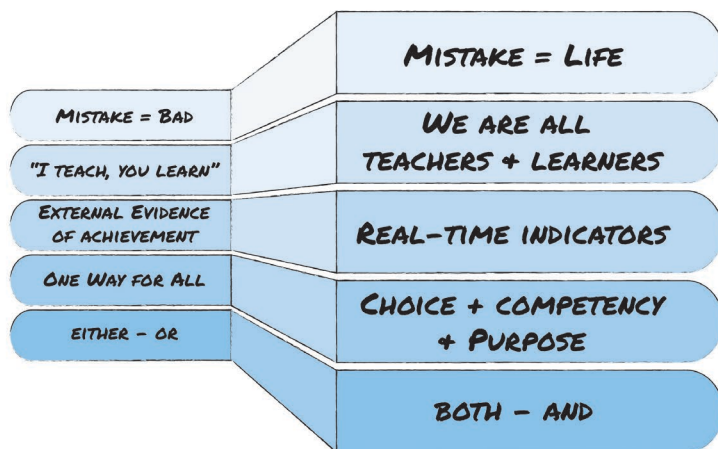
COMMUNITY
OPPORTUNITIES



Shifting to Evidence-Based Practices

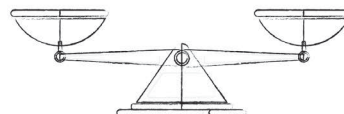
TEACHING + LEARNING

MINDSETS



INDIVIDUAL
THINKING

COLLECTIVE
SENSE-MAKING



POLARITIES

MEMORIZING,
DELIVERING,
PRESENTING

SOCIAL PROCESS,
INVITING DIALOGUE,
EXPERIENCING



EVIDENCE-BASED PRACTICES

PROGRAMS ALIGNED WITH
COLLEGE + CAREER READINESS

CREATING CHALLENGING + CARING CLASSROOMS

USE THE LEARNING SCIENCES

FORMATIVE ASSESSMENTS TO
TAILOR INSTRUCTION AND SUPPORTS

INTEGRATING SOCIAL, EMOTIONAL
AND ACADEMIC DEVELOPMENT

RELEVANCE

MASTERY

SUPPORTING STRUCTURES

INSTRUCTIONAL COACHES

PROFESSIONAL
DEVELOPMENT

COLLABORATIVE PLANNING
IN SCHOOL DAY

STANDARDS-BASED GRADING /
COMPETENCY-BASED LEARNING

PROFESSIONAL LEARNING
COMMUNITIES

PORTRAIT OF
A GRADUATE

PROJECT-BASED
LEARNING

ADAPTED TO
RESPOND TO

STUDENT
DATA, NEEDS, VOICE



TEACHER
CAPACITIES



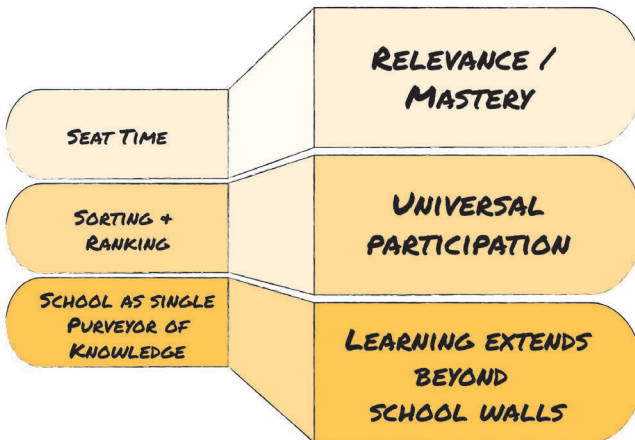
COMMUNITY
OPPORTUNITIES



Shifting to Evidence-Based Practices

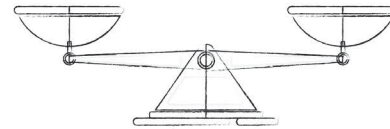
POSTSECONDARY PATHWAYS

MINDSETS



STUDENT + FAMILY
CHOOSE PATHWAY

SCHOOL OFFERS
GUIDANCE +
INFORMATION +
POSSIBILITIES



POLARITIES

EVIDENCE-BASED PRACTICES

STUDENT + FAMILY CHOOSES PATHWAY

ALL STUDENTS SUPPORTED TO
COMPLETE A COMPREHENSIVE PLAN
FOR SUCCESS AFTER HIGH SCHOOL

EXPLORATION, APPLICATION +
EXPERIENCES GRADES 9-12

INTEGRATION OF TECHNICAL +
ACADEMIC CONTENT

DUAL ENROLLMENT -
EARLY COLLEGE - AP - IB -
INDUSTRY CERTIFICATES

SUPPORTING STRUCTURES

ACADEMIES / COHORTS

SCHOOL-BASED ENTERPRISES

COMPETENCY-BASED LEARNING

NETWORKS

COMMUNITY PARTNERSHIPS

ENTREPRENEURSHIP

SERVICE LEARNING

COLLEGE + CAREER PLANNING
PROGRAMMING BEGINNING IN 8TH
GRADE FOR STUDENTS +
FAMILY INCLUDING SUPPORTS FOR
COLLEGE ADMISSION PROCESS

APPRENTICE / INTERNSHIP /
JOB SHADOW

COLLABORATION WITH
HIGHER ED / WORK

ADAPTED TO
RESPOND TO

STUDENT
DATA, NEEDS, VOICE



TEACHER
CAPACITIES



COMMUNITY
OPPORTUNITIES



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?

Where do our graduates go?

Who are our entering ninth graders?

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 & Circumstances		ADA	
# of Teachers		Average ACT/SAT Score	
# of Staff Total		ISS Rate	
# of First-Year Teachers		OSS Rate	
School-wide Tardiness Rate		Expulsion Rate	
Chronic Absentee Rate		Current Significant Partners	
State Assessment Outcomes		• Youth & Social Svc. Agencies	
		• After School Programs, etc.	
		• Internships	
		• Non-profit Partnerships	

Who Are We Designing For—Demographic Information

Who are our entering ninth graders?			
8 th 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 Orgs.		What is the closest higher-learning institution?	
Where is the closest higher-learning institution			

Who Are We Designing For—Community Feedback on Redesign

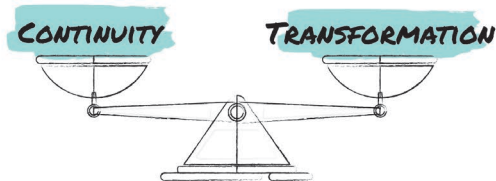
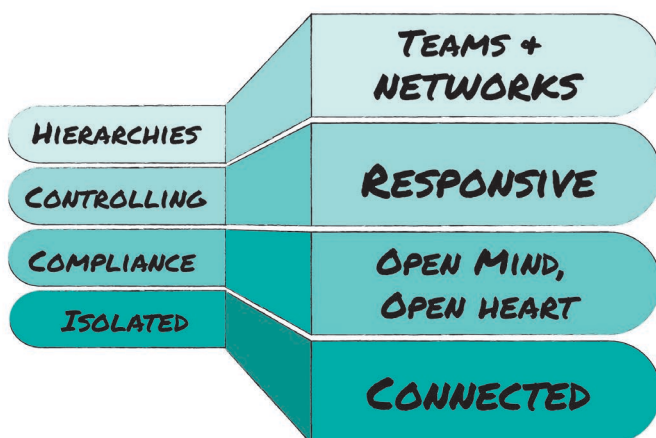
Organizing Adults

[Click Here for Additional Redesign Resources](#)

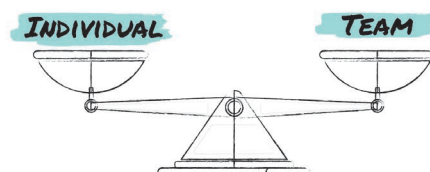


ORGANIZING ADULTS

MINDSETS



POLARITIES



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 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?
- How might we form interdisciplinary teams of adults?
- How might we ensure teachers and others have time to work collaboratively while supporting student success?
- How might we create a culture of data-driven decision making and make the data needed for sound decisions widely available so that all decisions are made closest to the students and teachers impacted?
- How might we adapt and improve our existing student support strategies to create a powerful early warning, multi-tiered support system that monitors all students progress continually and keeps them on track to postsecondary success?
- How might we support the ongoing development of teachers across all domains of the work?

[Click Here for a Variety of Multi-Media Redesign Resources at the Cross State High School Redesign Collaborative's Website](#)

Evidence-Based Practice—Teacher Teams: Interdisciplinary, working with cohorts of students		
Areas We Can Build Upon		STRATEGIES
Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—Distributive Leadership: Staff play multiple roles and decision making is dispersed		
Areas We Can Build Upon		STRATEGIES
Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES

Evidence-Based Practice—Leadership Development: Opportunities and pathways for teacher leadership		
Areas We Can Build Upon		STRATEGIES
Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—Relationships & Trust: Strong relationships between teachers & administrators		
Areas We Can Build Upon		STRATEGIES
Mindset Challenges		STRATEGIES

Big Idea to Explore with Stakeholders		STRATEGIES
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		
Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Notes, Question & Wonderings		

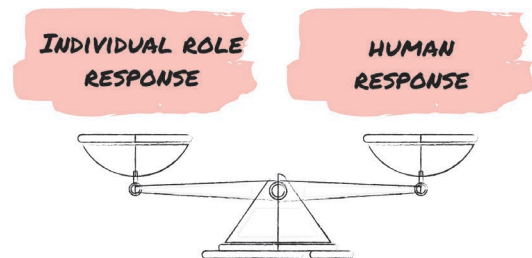
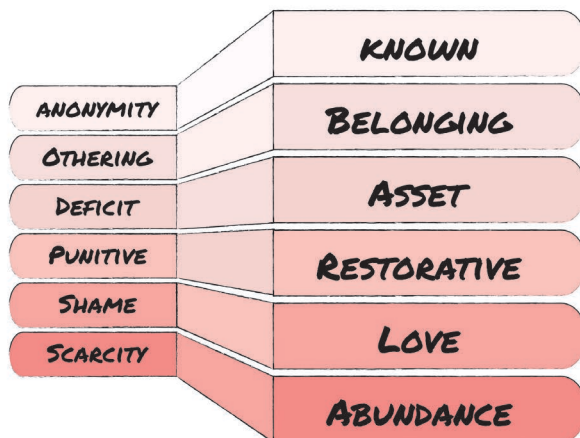
Students at the Center

[Click Here for Additional Redesign Resources](#)



STUDENTS AT THE CENTER

MINDSETS



POLARITIES

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, and allows all students and adults to feel known and valued?
- How might we develop and then sustain structures that recognize/celebrate students and staff?
- 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 enhance the capacities of adults and students for openness, listening, empathy, and patience to create a culture of belonging?

Evidence-Based Practice—Positive developmental relationships with adults		
Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—Early Warning and multi-tiered student response systems and community supports		
Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES

Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—Building hope, agency, and purpose		
Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—School climate built upon safety, trust, and student voice (e.g., use restorative practices)		
Areas of Strength		STRATEGIES

Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Notes, Question & Wonderings		

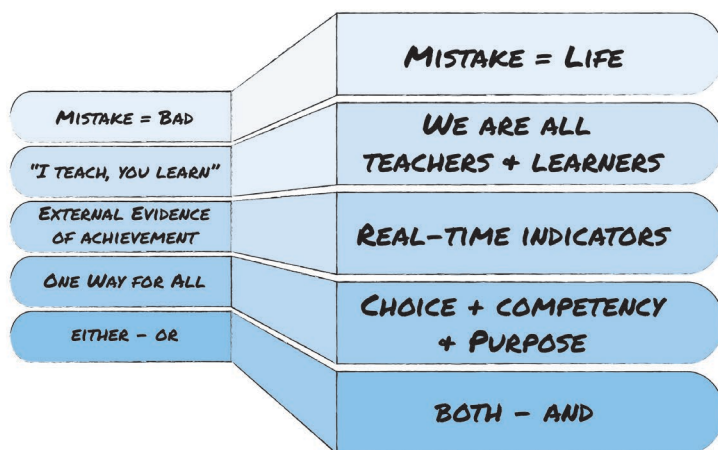
Teaching & Learning

[Click Here for Additional Redesign Resources](#)



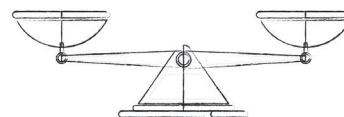
TEACHING + LEARNING

MINDSETS



INDIVIDUAL
THINKING

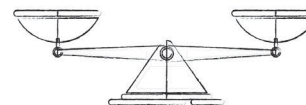
COLLECTIVE
SENSE-MAKING



POLARITIES

MEMORIZING,
DELIVERING,
PRESENTING

SOCIAL PROCESS,
INVITING DIALOGUE,
EXPERIENCING



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 embrace the importance of culturally responsive instruction in all aspects of learning?
- 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, mindset shifts, 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

Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—Use the learning sciences		
Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES

Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—Use professional learning communities (PLCs) and instructional coaching		
Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—Formative assessments		
Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES

Big Idea to Explore with Stakeholders		STRATEGIES
Notes, Question & Wonderings		

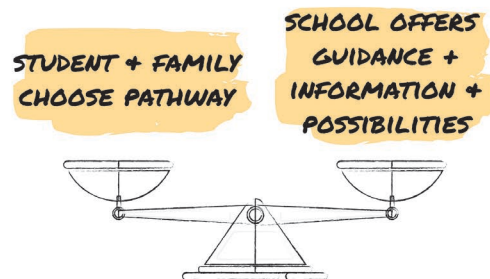
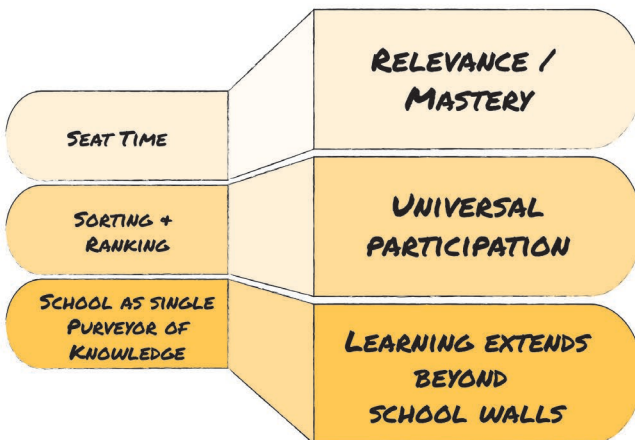
Postsecondary Pathways

[Click Here for Additional Redesign Resources](#)



POSTSECONDARY PATHWAYS

MINDSETS



POLARITIES

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 provide rich universal school experiences (electives, extra-curricular activities, etc.) for all students?
- How might we move away from seat time toward competency while taking advantage of learning that happens beyond the school walls?
- How might we incorporate student/family voice and choice in postsecondary planning?
- How might we create opportunities for work-based learning, job shadowing, internships, and college explorations at the scale needed?
- How might we rethink career pathways and personalized postsecondary journeys for students?
- 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 connect students to social networks that support trust building and align to adult success?
- How might high school be more like postsecondary experiences?

Evidence-Based Practice—Choice of pathway is up to student and family. Universal participation for access for everyone		
Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—All students are supported to complete a comprehensive plan after high school		
Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES

Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—Integration of technical and academic content. Integrating academic content into our CTE courses and career concepts in our academic courses		
Areas of Strength		STRATEGIES
Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Evidence-Based Practice—Dual enrollment/Early College/AP-IB; ability to earn credit in a college or career technical certification program		
Areas of Strength		STRATEGIES

Mindset Challenges		STRATEGIES
Big Idea to Explore with Stakeholders		STRATEGIES
Notes, Question & Wonderings		