

Sustainable Community Schools Redesign Process A School Improvement Framework

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.





School Improvement Framework

Creating an Improvement System

1 Quality Community School Definition

District provides a clear **definition** of quality for schools.

2 School **Self-Assessment** Local Data and CA Dashboard

School sites are clear about how they **measure** against school quality.

3 School Support Teams: Central Support Services

Schools know who to access for support in reaching the standard of school quality. Departments follow clear **work plans** to guide their work.

Norm Referenced vs. Criterion Referenced

Norm Referenced	Criterion Referenced
<p>How schools compare to other schools.</p> <p>Rank and Compare.</p>	<p>How schools compare to a set criterion, such as a predetermined standard.</p> <p>Set a standard and compare schools against that standard.</p>

Recommendation: Criterion Referenced

All Schools are compared against a standard (set of metrics).

Qualitative and Quantitative Data

- Self Assessment Rubrics that schools complete to reflect on each Quality Domain;
- Participation in and results from Curriculum Embedded Assessments; and
- CA Dashboard.

Rubric

Rubric Scale

In order to score a practice, consider all the evidence gathered, then select the stage that represents the best overall fit.

Emerging (Stage 1)	Developing (Stage 2)	Implementing (Stage 3)	Sustaining (Stage 4)
No evidence of the practice occurring within the school community.	Practice occurs among some of the school community.	Practice occurs with shared understanding among most of the school community.	Practice occurs with shared understanding throughout the school community.
Practice is not backed up by systems.	Individuals are starting to create systems to support this practice.	Some shared systems exist to support the implementation of the practice.	Shared systems to support the practice are embedded into the culture of the school, regardless of who works there.
Practice exists with no or little alignment to schoolwide priorities.	Practice exists with some alignment to schoolwide priorities.	Practice is aligned to schoolwide priorities.	Practice is strongly or always aligned to schoolwide priorities.
Practice is not implemented in service of students and/or does not transform the culture of learning.	Practice sometimes is implemented in service of students and/or sometimes transforms the culture of learning.	Practice frequently is implemented in service of students and/or frequently transforms the culture of learning.	Practice is almost always implemented in service of students and is transforming the culture of learning.

Rubric Example

School Quality Rubric



Community Schools, Thriving Students

DOMAIN 1: Mission & Vision		
Thread 1A: INSTRUCTION - <i>Do we have a shared vision of academic excellence for all students?</i>		Stage 1, 2, 3 or 4
1A.1 School Vision	The school has a compelling, clear vision that is visible throughout the school and present in conversations that include staff, students, and community members. The school's clear, compelling vision provides direction for collaboratively implementing and sustaining school improvement.	
1A.2 Graduate Profile	The school has defined the complex cognitive and social-emotional skills that students will master by the time they graduate (from elementary, middle, or high school) in order to be college and career ready. The identified knowledge and skills are clear, concise, and rigorous.	
1A.3 Ambitious Student Learning Goals	The school has an ambitious set of long and short term student outcomes for cognitive and social-emotional growth and achievement. These outcomes can be measured using available standards-aligned state and local assessments and/or other relevant measures of student success.	

Two Paths for School Improvement



**TARGETED
Improvements**

**Majority of
Schools**

TRANSFORMATION

**Small Selection of
Schools**

Targeted Improvements= Continuous Improvement Cycles





School Improvement Process for Transformation

Qualitative and Quantitative Data

- **Self Assessment Rubrics** that schools complete to reflect on each Quality Domain;
- **Participation in and results from Curriculum Embedded Assessments;**
- **CA Dashboard; and**
- **School Quality Reviews (SQRs)** which includes observing teams, conducting interviews and hosting focus groups.

OUSD Sustainable Schools Redesign Process



Ground in Community Voice
Determine program needs through comprehensive asset mapping, and community engagement



Convene a Community Design Team
Convene a team of parents, students, staff, school leaders, and community members to analyze data



Develop a Strategic Plan
Identify program priorities that build on assets and address quality, equity and sustainability gaps



Implement Plan
Use continuous improvement and instructional best practice to implement priorities



Monitor Progress towards Equity, Quality, and Sustainability
Monitor progress on implementation

OUSD SUSTAINABLE SCHOOLS REDESIGN PROCESS





School Improvement Domains

Improvement Domains



**Mission &
Vision**



**Quality
Program
Implemen-
tation**



**Collective
Leadership &
Professional
Learning**

Improvement Domains

Mission & Vision

INSTRUCTION: Do we have a shared vision of academic excellence for all students?

CULTURE: Do we have a shared vision of a joyful school community?

SYSTEMS & STRUCTURES: Is our school effectively organized to keep us focused on and working toward our mission and vision?

Quality Program Implementation

INSTRUCTION: Are we consistently implementing a high quality instructional program?

CULTURE: Are we consistently implementing best practices for cultivating a school culture of safety and belonging?

SYSTEMS & STRUCTURES: Is our school effectively organized to support high-quality program implementation?

Collective Leadership & Professional Learning

INSTRUCTION: Does our school effectively engage all adults in supporting students to achieve academic excellence?

CULTURE: Do the adults in our school have collaborative professional relationships that help us work together in service of students?

SYSTEMS & STRUCTURES: Is our school effectively organized to involve all stakeholders in shared leadership and decision-making?

	<u>Domain 1</u> <u>Mission & Vision</u>	<u>Domain 2</u> <u>Quality Program</u> <u>Implementation</u>	<u>Domain 3</u> <u>Collective Leadership &</u> <u>Professional Learning</u>
Thread A: Instruction <u>Key Metrics:</u> ELA Performance Math Performance HS Grad rate ELL Reclassification	School Vision Profile of a Graduate Ambitious Student Learning Goals	High Quality Standards-Based Curriculum & Instruction Standards-Based Assessment Meaningful Inclusion & Targeted Intervention Engaging Extra Curricular and Enrichment Opportunities	Collective Ownership of Student Outcomes Professional Learning Communities Coaching, Observation and Feedback High-Quality Professional Learning
Thread B: Culture <u>Key Metrics:</u> Suspension Chronic Absence Teacher & Staff Retention	Core Values Asset-Based and Anti-Racist Mindset Meaningful Inclusion of Students with Disabilities and other Vulnerable Student Groups Commitment to Gender Equity and Inclusion	School Culture Plan Social Emotional Learning & Restorative Practices Meaningful Student Engagement Tier 2 & 3 Behavioral, SEL, and Mental Health supports	Collaborative Professional Culture Communication Practices
Thread C: Systems and structures <u>Key Metrics:</u> CHKS LGDS SSC Rubric	School Mission Inclusive School Policies Annual Site-based Planning Process	MTSS Plan Comprehensive Safety Plan Resource Management Schedules and Calendars Special Education Policies and Procedures, including IEPs 504 Plans Organizational Structure for Integrated	Distributed Leadership Decision-making Protocols Family Partnership Structures, including language access Student Leadership/Voice Partnerships with Community Based Organizations District Partnerships



Milestones and Deliverables

Module 1 Affective and Imaginal

Grounding in Anti-Racist Teaching and Learning

- Community Asset Map
- School Vision, Mission, Values
- School Graduate Profile

Module 2 Conceptual and Practical

Developing a System of High Quality Instruction

- Instructional Priorities
- MTSS Plan
- Collaboration and PD Framework

Module 3 Practical

Planning for Effective Implementation

- Budget aligned to Priorities
- Calendar of key benchmarks and milestones
- Professional Dev Plan
- School Culture Plan

School Design Portfolio and School Site Plan

Next Steps

- **Collect feedback from Board Directors on the Teaching and Learning Committee to refine the School Improvement Framework.**



APPENDIX



DETAILED

School Improvement Process for Schools Identified for Transformation

Sustainable Community Schools Redesign Process Steps- Detailed

Process Step	Action	Objective	Responsible
Ground in Community Voice Year 1	Board of Education determines schools undergoing redesign	Meet with school principal and/or leadership team to review criteria and upcoming process; plan for community meeting	Superintendent, CAO, Deputy Chief, CSI Director and Net Supt
	Engage school community to elicit community-based ideas for programming and improvement, review process and timeline for the work ahead	Ground improvement work in community decision-making, vision, needs, and aspirations. Provide community with key data points, timelines and resources	Deputy Chief, CSI Director and Net Supt
	Conduct Asset mapping and needs assessment	Conduct comprehensive assets and needs assessment, including observations and focus groups with students, families, staff, and school leaders	CSI cross-department team
	Analyze results from asset map and needs assessment with school leadership team	Analyze and reflect on results from asset map and needs assessment, determine some initial areas for further inquiry	CSI Director and Principal, School leadership team
Convene a Community Design Team Year 1	Convene community design team to analyze and reflect on data, determine priorities and make program recommendations	Analyze and reflect on results from needs assessment, determine priorities and identify some initial areas for further inquiry	CSI Director and Principal, Design team members
	Establish Design Team members and calendar of work, along with milestones	Formalize design team membership and commitment, scope of work	CSI Director, Design Team

Sustainable Community Schools Redesign Process Steps- Detailed

Process Step	Action	Objective	Responsible
Develop a Strategic Plan Year 1	Engage in bi-weekly design team modules, planning and inquiry with design team	Meet regularly to engage in improvement work together	CSI Director, Design Team
	Conduct research on quality programming and implementation best practices	Engage as a community in uncovering best practices best suited to build on strengths, address program gaps	CSI Director, Design Team
	Determine key actions for improvement, set short term and long term goals	Develop strategic plan aligned to priorities,	CSI Director, Design Team
	Communicate regularly with community	Create feedback loop with larger community to gather input on progress and priorities	CSI Director, Design Team
Implement Plan Year 2-4	Implement the community-designed strategic plan. Use principles of continuous improvement to monitor progress	Implement improvements at the school site through a Plan, Do, Study, Adjust cycle of inquiry	CSI Director, Design Team, Academic Partners
Monitor Progress Year 2-4	Engage in cycles of inquiry to monitor progress towards equity, quality, and sustainability goals	Engage in inquiry and analysis on goals, monitor results on key metrics	CSI Director, Design Team
	Annually assess progress towards outcomes and adjust plan as needed	Community convenes to annually assess progress on goals and strategies set forth in the strategic plan	CSI Director, Design Team

Module 1: Grounding in Anti-Racist Teaching and Learning

Month	August	September	October	November
Quality School Indicators	<p>Quality Indicator 1: Quality Learning Experiences for All Students</p> <p>Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments</p> <p>Quality Indicator 4: Meaningful Student, Family & Community Engagement/Partnerships</p>			
Essential Questions	<p><i>What assets and brilliance reside in our school community?</i></p> <p><i>Who is successful here? Why?</i></p> <p><i>Who is most marginalized? Why?</i></p> <p><i>What is our shared moral imperative?</i></p> <p><i>What leadership is required to lead sustainable change?</i></p>		<p><i>What values do we hold as a community for our young people? (Resilient Learners, Collaborative Teammates, Community Leaders, Critical Thinkers, Creative Problem Solvers)</i></p> <p><i>How do these values inform our vision for student success?</i></p> <p><i>How do these values support our most marginalized youth?</i></p> <p><i>What student culture will we cultivate to support our students?</i></p>	
Topics	Personal Leadership for Equity Anti-racist schooling Asset Mapping Community Listening	Personal Leadership for Equity Root Cause Analysis Organizational Change Moral Imperative	Mission, Vision, Values: Part I OUSD Graduate Profile	Mission, Vision, Values: Part II
Key Deliverables and Milestones	Community Asset Map Design Team Charter	School equity pledge Design year scope and sequence	School graduate profile Celebrations and Rituals	School Vision, Mission, Values
Department Partners	Office of Equity, Community Schools,	Office of Equity, Community Schools	Aii, ELLMA, Sped Network Office	Aii, ELLMA, Sped Network Office

Module 2: Developing a System for High Quality Instruction

Month	December	January	February	March
Quality School Indicators	Quality Indicator 1: Quality Learning Experiences for All Students Quality Indicator 3: Learning Communities Focused on Continuous Improvement			
Essential Questions	<i>What instruction best meets the needs of our most marginalized students? What is our do different or do better? How will we walk our talk?</i>		<i>What conditions do our students need to excel? What conditions do our adults need to excel?</i>	
Topics	OUSD Instructional Priorities ELL Road map Universal Design Anti-Racist teaching	Best Practices for Accelerating Instruction Building Professional Capital	Conditions for Student Achievement: MTSS Conditions for Adult Learning	Conditions for Student Achievement: MTSS Conditions for Adult Learning
Key Deliverables and Milestones	Instructional Priorities ELL Best Practices	Collaboration framework	MTSS Framework Professional Dev Framework	MTSS Framework Professional Development Framework
Department Partners	ELLMA, Sped, Aii,	ELLMA, Sped, Aii	Community Schools, Aii	Community Schools, Aii

Module 3: Planning for Effective Implementation

Month	April	May	June	Summer
Quality School Indicators	<p>Quality Indicator 1: Quality Learning Experiences for All Students</p> <p>Quality Indicator 3: Learning Communities Focused on Continuous Improvement</p> <p>Quality Indicator 5: Effective School Leadership & Resource Management</p>			
Essential Questions	<p><i>How are resources aligned to our vision and values?</i></p> <p><i>What is our plan to implement and monitor improvements?</i></p> <p><i>How will we know we are successful?</i></p>		<p><i>What are our first key milestones for the year? How are we planning to achieve them?</i></p> <p><i>What key messages need to be communicated to the community about the upcoming work?</i></p> <p><i>What tools do we need to ensure a successful launch?</i></p>	
Topics	The Psychology of Change Organizational change Budget	Professional Dev Plan Cycles of Inquiry	Operationalizing and Actualizing Vision	Operationalizing and Actualizing Vision
Key Deliverables and Milestones	Theory of Change School Culture Plan Budget and Staffing	Professional Dev Plan Calendar with key student achievement milestones	Summer PD Launch Plan	Start of School Plan
Department Partners	Community Schools, Aii	Aii	Network Office	Network Office



Feedback

Guiding questions for Engagements:

What data should be considered to help us identify a school's area for improvement?

What's most important to you in improving a school? What are bright spots in OUSD schools? What do you wish were different?

The intention of our engagement work:

1) center voices of those who have not traditionally been listened to in the redesign process and

2) lift up patterns from these engagements and share with the Board.







Initial Patterns Observed in the Engagement Data

Patterns in the Data



Staff, Families,
and Students
want schools to
be safe,
welcoming, and
joyful.



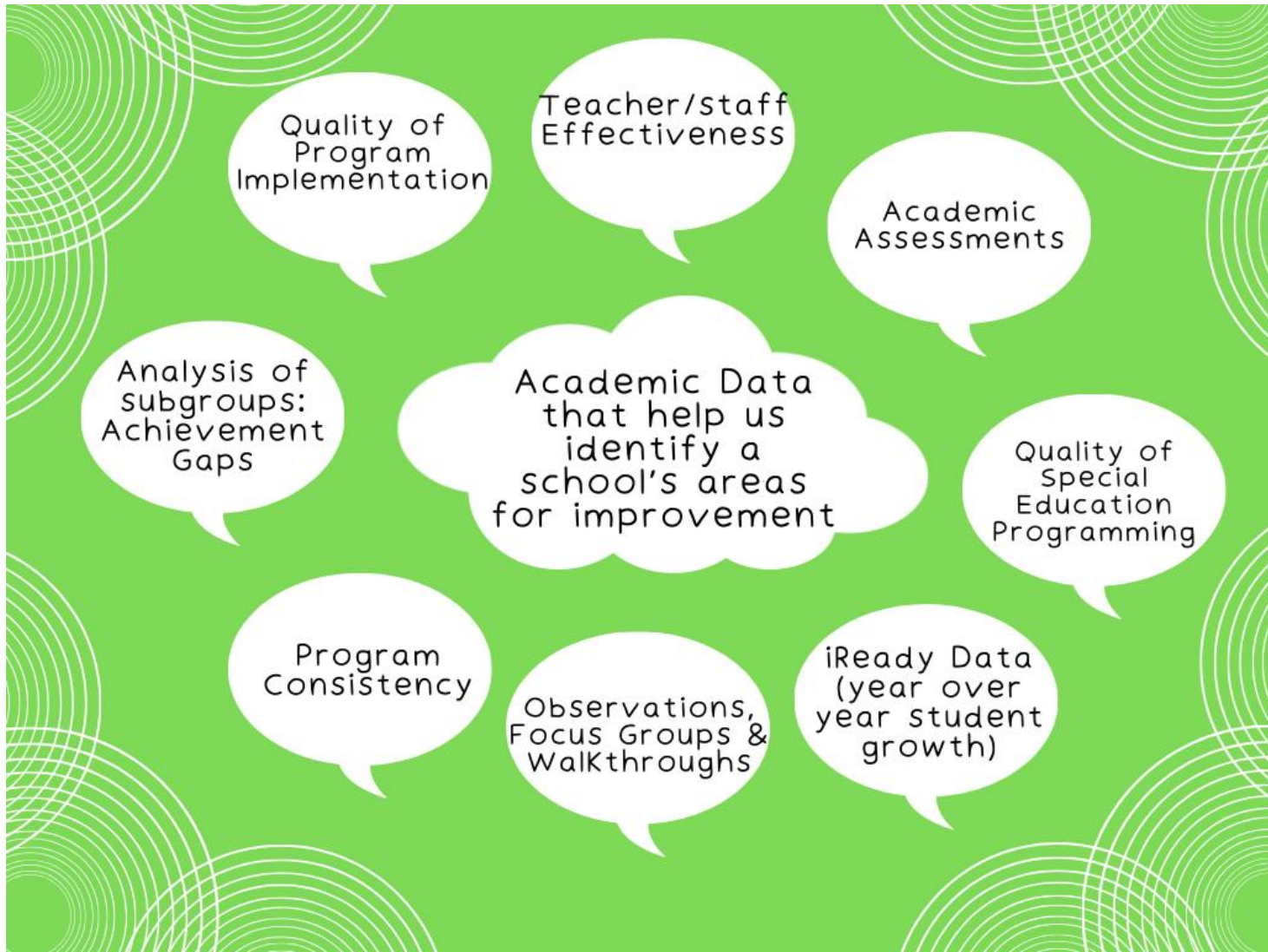
It's important to
hire, train,
support, and
retain high-
quality teachers,
administrators,
and staff.

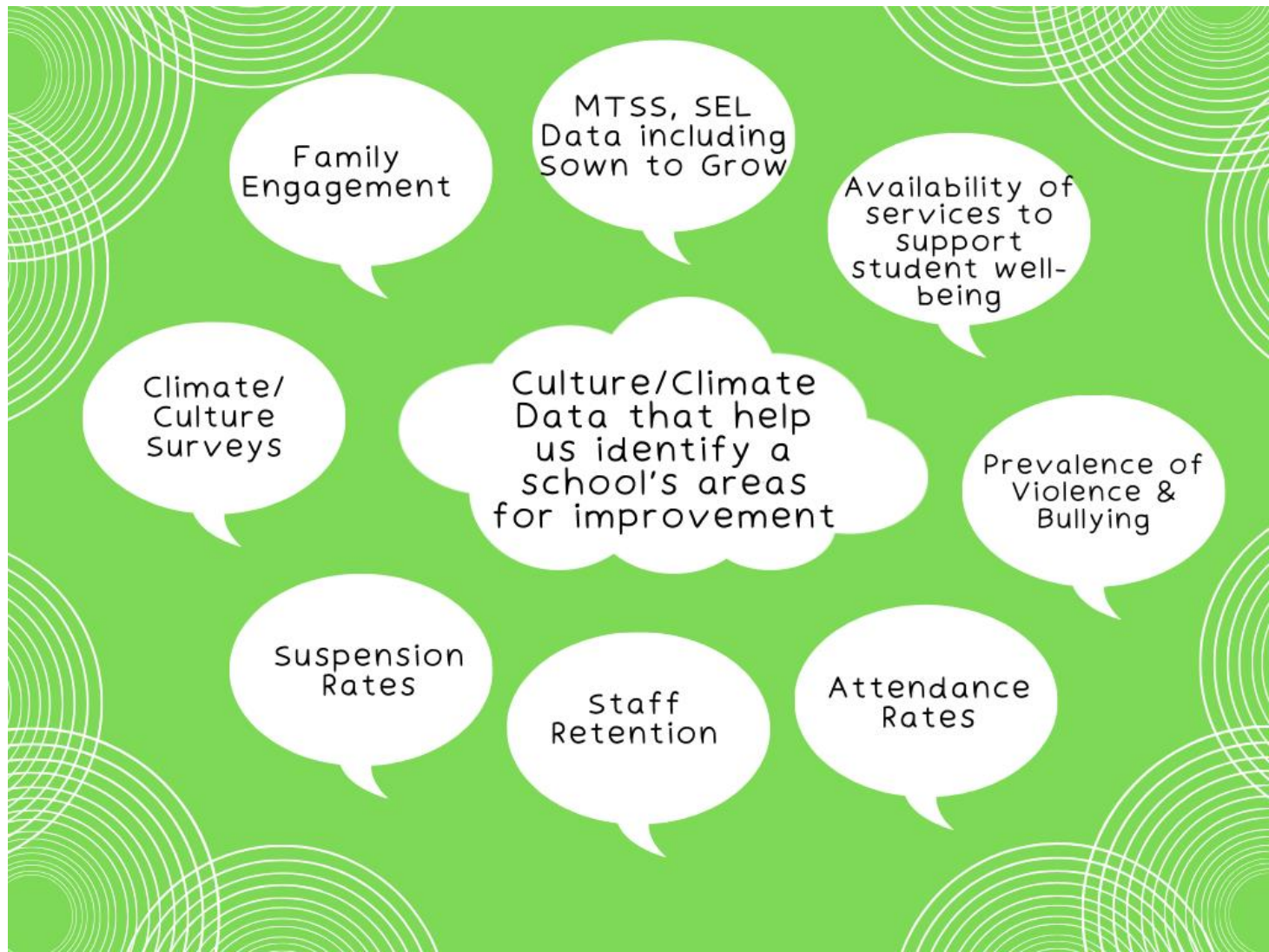


Families, students,
and staff want
strong academic
programming across
subjects that
supports a range of
learners, is culturally
relevant, and
includes
enrichments.



Equity, access
and inclusion
for all students
and families is
critically
important.





Bright Spots

“This school has been a total blessing. I come here because of the community. It is beautiful. I could not ask for a better and more warm community.” (parent)

“We work so hard to make this a positive, uplifting and, joyful place for learning.” (staff)

“My child’s teachers have been caring, dedicated, talented, professional, and creative.” (parent)

“I love learning.” (student)

“My family feels safe in this school. We love the greetings, love, support and accountability provided to students, appreciate the levels of communication and transparency with staff and administrators, and appreciate the regular community engagement activities.” (parent)

“Extracurriculars and special events make school fun, give us things to look forward to.” (student)

“Teachers care about your well-being, not just your education.” (student)

“Being enrolled in a dual language program has helped my son become literate in English and Spanish. He is on track to reclassify to fluent English proficient next fall.” (parent)



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